



STATE BOARD OF EDUCATION MEETING

June 19-20, 2019

**North Idaho College
Student Union Building
Lake Coeur d'Alene Room
Coeur d'Alene, Idaho**

Wednesday, June 19, 2019, 1:00 p.m.

BOARDWORK

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. North Idaho College – Biennial Progress Report – Information Item

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Albion Elementary School – Hardship Status – Information Item
3. Proposed Rule 08-0202-1902 – Professional Standards Commission Recommendations – Certification Requirements – Initial Standards for Certification, Incorporated by Reference Document – Action Item
4. Temporary and Proposed Rule – IDAPA 08.02.03 - Idaho Extended Content Standards, Document Incorporated by Reference and Idaho Comprehensive Assessment Program – Science – Action Item
5. Lewis-Clark State College – Non-Traditional Route to Certification – Action Item
6. Professional Standards Commission – Emergency Provisional Certificates – Action Item

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- A. State Board of Education Standing Committee Structure and Annual Rolling Calendar – Information Item

Thursday June 20, 2019, 8:00 a.m.

OPEN FORUM

BOARDWORK

3. Rolling Calendar – Action Item

CONSENT AGENDA

BAHR

Section II – Business Affairs

1. University of Idaho – Disposal of Real Property – Caine Center Caldwell – Action Item
2. University of Idaho – Authorization of Building Management Services Contract – Idaho Water Center – Action Item

IRSA

3. Established Program to Stimulate Competitive Research (EPSCoR) Appointments
4. General Education Committee (GEC) Appointments
5. Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) Admissions Committee Appointments
6. University of Idaho (UI) Proposal for Discontinuation, Master of Science in Metallurgy
7. Programs and Changes Approved by Executive Director – Quarterly Report

PPGA

8. State Rehabilitation Council Appointments – Action Item
9. Accountability Oversight Committee Appointments – Action Item
10. Indian Education Committee Appointments – Action Item
11. Boise State University Nature Center Naming – Action Item
12. University of Idaho Faculty Constitution – Action Item
13. Institution President Approved Alcohol Permits – Action Item
14. Boise State University – Alcohol Service 2019 Student Athletic Events – Action Item
15. Boise State University – Alcohol Service 2019 Student Athletic Events – Tailgate Areas – Action Item
16. Idaho State University - Alcohol Service 2019 Home Football Games – Action Item
17. University of Idaho - Alcohol Service 2019 Home Football Games – Pre-game Events – Action Item
18. University of Idaho – Alcohol Service 2019 Home Football/Basketball Games – Suite Club Seating – Action Item
19. University of Idaho – Alcohol Permit, 2019 Home Football Games – Tailgating – Action Item

SDE

20. Professional Standards Commission Recommendation – BYU-Idaho Educator Preparation Program Review – Action Item

21. Professional Standards Commission Recommendation – Idaho State University Educator Preparation Program Review – Action Item
22. Professional Standards Commission Recommendation – Northwest Nazarene University – New Program – Computer Science 6-12 – Action Item
23. Professional Standards Commission Recommendation – College of Idaho – New Program – Secondary Mathematics – Action Item
24. Request for Waiver of 103% Student Transportation Funding Cap – Action Item
25. Transport Students Less Than One-And-One-Half Miles for the 2017-2018 School Year – Action Item
26. Assessment Review Committee Appointments – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Chief Executive Officer Compensation – Action Item
2. Boise State University – Multi-Year Employment Agreement – Gordon Presnell, Head Women's Basketball Coach - Action Item
3. Idaho State University – Multi-Year Employment Agreement – Ryan Looney, Head Men's Basketball Coach – Action Item

Section II – Finance

1. FY 2020 Operating Budgets – Action Item
2. FY 2021 Line Items – Action Item
3. Board Policy V.E. – Gifts and Affiliated Foundations - Second Reading – Action Item
4. Board Policy V.X. – Intercollegiate Athletic Limits - Second Reading – Action Item
5. Enhancements at the Cybercore and Collaborative Computing Center Facilities – Action Item
6. University of Idaho – Intent to Reimburse Bonds – ICCU Arena – Action Item
7. Systemness Update – Information Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.V. – Articulation and Transfer – Second Reading – Action Item –
2. Boise State University, Graduate Certificate in Computer Assisted Language Learning – Action Item
3. Higher Education Research Council Annual Update – Information Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Public Television – Annual Report – Information Item
3. CREDO Presentation – Charter School Student Performance – Information Item
4. Speech Language Pathologist Shortage – Educator Preparation Recommendations – Information Item
5. NextSteps Idaho Update – Information Item
6. Board Policy V.Q. Residency for Tuition Purposes – First Reading - Action Item
7. Institution, Agency, and Special/Health Programs Strategic Plans – Action Item

8. High School Graduation Requirements Flexibility – College Entrance Exam Minimum Score – Action Item
9. Legislative Ideas – 2020 Legislature – Action Item
10. College of Southern Idaho – Alternate Route to Certification/Non-Traditional Program – Action Item
11. Boise State University Arena Naming – Action Item

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

BOARDWORK
JUNE 19, 2019

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

I move to approve the minutes from the April 11, 2019 Special Board Meeting, April 17-18, 2019 Regular Board Meeting, and April 23, 2019 Special Board Meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set May 13-14, 2020 as the date and Boise as the location for the 2020 Board Retreat and June 18-19, 2020 as the date and College of Eastern Idaho as the location for the June 2020 regularly scheduled Board meeting.



DRAFT MINUTES

STATE BOARD OF EDUCATION
April 11, 2019
University of Idaho
Albertson Building, Board Room
875 Campus Drive
Moscow, Idaho

A special meeting of the State Board of Education was held April 11, 2019 in the Albertson Building, Board Room on the campus of the University of Idaho, in Moscow, Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 10:00am PST. A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Emma Atchley

Andrew Scoggin
Don Soltman
Richard Westerberg

Absent:

Dr. David Hill, Secretary
Sherri Ybarra, State Superintendent

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DRAFT MINUTES – April 11, 2019

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section 1 – Human Resources

1. University of Idaho – President Appointment

BOARD ACTION

M/S (Atchley/Soltman): I move to appoint C. Scott Green as President of the University of Idaho effective July 1, 2019, at the annual salary of \$420,000, and to approve the employment agreement provided. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Board President Clark thanked the members of the University of Idaho President Search Screening Committee and then added C. Scott Green brings a unique set of skills closely matching the needs of the University of Idaho that will serve the institution well.

There were no additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Westerberg/Atchley): To adjourn the meeting at 10:02 am PST. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.



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

DRAFT

STATE BOARD OF EDUCATION
April 17-18, 2019
University of Idaho
Bruce M. Pitman Center
International Ballroom
Moscow, Idaho

A regularly scheduled meeting of the State Board of Education was hosted by the University of Idaho April 17-18, 2019. Board President, Dr. Linda Clark, called the meeting to order at 11:00am (PST).

Present:

Linda Clark, President
Debbie Critchfield, Vice President
David Hill, Secretary
Emma Atchley

Andrew Scoggin*
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

*Except Where Noted

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DRAFT MINUTES – April 17-18, 2019

Wednesday, April 17, 2019

BOARDWORK

A. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the agenda as posted. The motion carried 7-0. Mr. Scoggin was absent from voting.

B. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the minutes from the February 13-14, 2019 Regular Board meeting, March 13-14, 2019 Special Board meeting, March 20, 2019 Special Board meeting and the April 4, 2019 Special Board meeting as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

C. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Hill): I move to set April 15-16, 2020 as the date and the University of Idaho as the location for the April 2020 regularly scheduled Board meeting. The motion carried 7-0. Mr. Scoggin was absent from voting.

Board member Scoggin joined the meeting at 11:05am PST.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. University of Idaho Annual Progress Report

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Mr. Don Soltman, introduced the item and then invited University of Idaho (UI) President, Dr. Chuck Staben, to present his annual update to the Board.

President Staben reported it has been an honor to serve as the 18th President of the University of Idaho and that during his tenure as President, the UI has redoubled their efforts to bring more students to college, to enhance student experiences while attending the UI and to prepare students for a lifetime of success. During the same time period, the UI has expanded their research enterprise and enhanced partnerships with communities and industry to promote health, leadership and economic prosperity throughout Idaho.

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Finally, Dr. Staben reported all of these successes spring from the university wide commitment on the part of faculty, staff and students.

The University of Idaho's annual published progress report has been included in the agenda materials for the April 17-18, 2019 Board meeting.

At the end of the annual update, Board President Dr. Linda Clark, acknowledged the April Board meeting would be the final meeting Dr. Staben would attend as the President of the University of Idaho. She then thanked Dr. Staben for his service to the university and Board and wished him luck on his future endeavors.

There were no questions or comments from the Board.

2. Idaho Digital Learning Academy – Annual Report

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Mr. Don Soltman, introduced the item and then invited Superintendent for Idaho Digital Learning Academy (IDLA), Dr. Cheryl Charlton to present the annual report to the Board. Joining Dr. Charlton were Director of Operations for IDLA, Mr. Jacob Smith and Director of Curriculum and Instruction for IDLA, Mr. Jeff Simmons.

Dr. Charlton reported IDLA's mission is to offer online course options, both hybrid and asynchronous, in partnership with school districts to identify and meet the needs of every student in the state. One of IDLA's main emphasis over the past few years has been the development of custom sections and classrooms to address the teacher shortage when a qualified, certified teacher is not available. Finally, Dr. Charlton reported IDLA has continued to focus on the development of national and Idaho partnerships emphasizing quality, research, resources and cost efficiencies.

Mr. Smith reported since the establishment of IDLA in 2002 the need for online course offerings across the state has grown exponentially from 850 enrollments during the 2002-2003 school year to over 31,000 enrollments in the 2017-2018 school year. IDLA serves all of the school districts in Idaho, including charter schools and virtual charter schools. In the state's rural districts 40% of enrolled students take an IDLA course that is not offered locally and 35% of students in urban districts take an IDLA course that is not offered and/or take additional advanced coursework. Since 2015, middle school enrollments have increased 173% and IDLA has experienced significant growth in electives, specifically the Pathways to Success and 8th Grade Career Exploration courses. Finally, Mr. Smith reported IDLA offers the same number of classes to school districts in both urban and rural districts, equalizing the playing field for all schools, regardless of their size.

Mr. Simmons reported IDLA currently provides 380 Idaho certified teachers and 50 Idaho certified principals to school districts struggling to find teachers and administrators to meet

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their needs. IDLA's course offerings include (24) Advanced Placement (AP) classes, (79) different semester dual-credit courses, eight (8) Career Technical Education courses and College and Career Readiness focused classes for elementary school, middle school, high school and dual-credit students including an 8th Grade Career Exploration course. Mr. Simmons reported 741 students from 19 different schools completed their 8th Grade Plan through IDLA and 7,422 IDLA enrollments took part in the Idaho State Department of Education Advanced Opportunities program. Finally, Mr. Simmons reported IDLA currently offers (36) dual-credit courses that align with the state's General Education Matriculation (GEM) courses.

The Board's Executive Director, Mr. Matt Freeman, asked if middle school students accessing IDLA are taking overload courses. Mr. Simmons responded a majority of middle school students are accessing Advanced Opportunity courses often during the summer months. Mr. Freeman asked if IDLA has seen an increase in this course taking behavior at the middle school level to which Mr. Simmons responded in the affirmative. Mr. Freeman then asked if Mr. Simmons could expand on the Career Technical Education courses offered by IDLA. Mr. Simmons responded IDLA is working with Idaho Career Technical Education to build out three additional CTE courses and that school districts continue to request these types of opportunities for their students.

Board member Critchfield requested information on the IDLA courses most accessed by junior high school students to which Mr. Simmons responded college and career focused classes such as the 8th Grade Career Exploration course and College and Career Readiness course.

Finally, Mr. Freeman asked for information on the instructional materials used by IDLA. Mr. Simmons responded IDLA leverages Open Education Resources (OER) for a majority of their dual credit course offerings.

At the end of the annual update, Mr. Freeman shared with Board members IDLA has been instrumental in the Board's Apply Idaho initiative and thanks IDLA for their collaboration and support.

There were no additional questions or comments from the Board.

3. 2019 Legislative Update

BOARD ACTION

M/S (Soltman/Westerberg): I move to direct the Division of Career Technical Education to start the review process on each secondary program pathway and identify which can be appropriately delivered on-line or through a hybrid format. The Division is directed to bring back a progress report to the Board no later than the August Regular Board meeting with a target date of the December Regular Board meeting for the review to be completed. The motion carried 8-0.

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Planning, Policy and Governmental Affairs (PPGA) Committee chair, Mr. Don Soltman, introduced the item and invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, to provide a final update of the status of education related legislation introduced during the 2019 legislative session.

Ms. Bent reported Senate Bill 1058 (SB1058) Charter School Administrator Certificate passed both the House and Senate chambers and was signed by the Governor on March 21, 2019. Ms. Bent reminded Board members SB1058 was opposed by the Board during the February Regular meeting and will be closely monitored by Board staff over the next year.

Legislation supported by the Board included House Bill 153 (HB153) Career Ladder that passed both the House and Senate chambers and was signed by the Governor on March 21, 2019. Ms. Bent reported HB153 increases the career ladder amounts for the residency rung starting salary to \$38,500 for FY2020 and \$40,000 for FY2021. Additionally, Ms. Bent reported during the 2019 legislative session multiple draft bills were circulated related to the Public School Funding Formula review and reporting. At the end of the session, House Bill 293 (HB293) Education Funding Formula Review did pass both the House and Senate chambers and establishes the majority of the definitions proposed in the earlier public school funding formula bills, with the addition of moving the definition of At-Risk Student from Idaho Administrative Code to Idaho Code and tasks the Board with collecting and reporting the necessary data for the next legislative session so that actual numbers can be used for determining the fiscal impact of future changes to how public schools are funded rather than using estimates. HB293 also tasks the Board with promulgating rules necessary for determining how fractional enrollment will be calculated. During the interim, Board staff will conduct regional meetings around the state to gather feedback from stakeholder groups.

Finally, Ms. Bent reported the legislature did not pass legislation at the end of the session to extend all codified rules. As a result, all codified rules will expire as of June 30, 2019 including all rules related to content standards, certification and teacher preparation standards, graduation requirements, the opportunity scholarship, postsecondary residency and others. Unless a special session were called, the Board will have to approve all of the rules and Board staff will have to then justify each rule before the germane committees during the next legislative session, opening up an opportunity for both the House and Senate to reject the requirements within rule at the subsection level.

Board member Soltman asked Ms. Bent to provide an overview to the Board on Senate Bill 1106 (SB1106) Career Technical Education – Secondary Virtual Programs/Courses. Ms. Bent reported SB1106 passed both the House and Senate chambers and adds language to Idaho Code requiring Idaho Career Technical Education (ICTE) to identify career technical education programs that could be delivered through a completely online program or a hybrid of in-person and on-line education. Additional language was added to reiterate that virtual programs must be evaluated based on the same standards as non-virtual program. A number of industry stakeholder organizations spoke in favor of the

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legislation and the need to move quickly in identifying which programs could be delivered through these different modalities.

Administrator for ICTE, Mr. Dwight Johnson, reported ICTE is actively involved in a thorough review of their programs. The challenge for ICTE is thinking through, from a quality standpoint, which programs would be appropriate for a fully online delivery mechanism. An additional challenge is the difference in cost structure between online delivery and in-person delivery.

At the end of the legislative update the Board's Executive Director, Mr. Matt Freeman, shared with Board members the development of the Public School Funding Formula (PSFF) was an exhaustive effort and one that Ms. Bent was intimately involved in. Mr. Freeman reported Ms. Bent is recognized as a PSFF subject matter expert and then thanked her for her work with legislators during the 2019 session.

There were no additional questions or comments from the Board.

The complete list of education related legislation introduced during the 2019 legislative session is provided as an attachment in the agenda materials.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education

This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra introduced the item and provided the Board with an update on the legislation she introduced during the 2019 Legislative session and the revised schedule for the 2019 Post Legislative Roadshow Tour.

Following the legislative recap, Superintendent Ybarra provided Board members with an update on proposed amendments to the Every Student Succeeds Act (ESSA) Plan. On April 15, 2019, Board President Clark, Superintendent Ybarra and staff from the State Department of Education participated in a call with officials from the U.S. Department of Education (USDE) to review amendments to Idaho's ESSA Plan. Superintendent Ybarra reported the USDE initiated the call to request clarification on three points within Idaho's ESSA Plan; 1). Exit criteria for English language learners with significant cognitive disabilities. The USDE misunderstood the guidance in Idaho's Plan as a secondary exit criteria and suggested the addition of language to clarify the intent of this criteria. 2). Schools identified for targeted support. USDE stated Idaho's ESSA Plan did not specify which three years of data were used to identify schools for targeted support and suggested updating the Plan to include the current year and prior two years. 3). Identification of high schools with low graduation rates and three year average of less than 67%. The USDE stated the law requires the same graduation rate for all high

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schools and requested an amendment be submitted specifying the use of one graduation rate for all schools.

Superintendent then requested guidance from Board members on whether the Board wanted to review and approve each amendment to Idaho's ESSA Plan prior to the amendment(s) being submitted to the USDE.

Board member Critchfield expressed her disappointment with the requirement the graduation rate be the same for all schools and asked Superintendent Ybarra if there were any flexibility on this requirement. Superintendent Ybarra responded there was none. Mrs. Critchfield commented this was a major "sticking point" for school districts across the state and something the Board has wanted to include in Idaho's ESSA Plan from the beginning. Superintendent Ybarra responded SDE staff has had numerous discussions with school districts, however, the USDE requires the plan stay within the confines of the law.

Board member Clark commented the basic point that gets lost in conversation is that alternative schools in Idaho are unique compared to the rest of the country tiered toward intervention and designed towards students who have or are in the process of failing out of traditional programs and that this was worth discussing again with the USDE.

Director of Assessment and Accountability for the State Department of Education, Mrs. Karlynn Laraway, reported the Board can amend the Plan using the 5-year graduation rate for all high schools with a graduation rate of less than 65% as long as the rate is applied consistently to all schools in the same manner. Superintendent Ybarra asked how using the 5-year graduation rate would impact Idaho's traditional and alternative schools. Mrs. Laraway responded the 5-year graduation rate would be an advantage to alternative schools, however, the SDE does not yet have a three year average to develop a model of how many schools would be impacted. Dr. Clark asked how the 5-year graduation rate would impact traditional schools to which Mrs. Laraway responded a more thorough analysis of the data would be required. Mrs. Critchfield asked if schools not meeting the graduation benchmark at the 4-year graduation rate would be eligible to receive federal support. Mrs. Laraway responded there are limited funds available to support school improvement activities for schools identified as underperforming and schools with a graduation rate of 57% would not receive any additional federal funding, but would receive support from the SDE's STAT Team.

Mrs. Critchfield asked what the deadline would to submit the ESSA Plan to the USDE if the Board were to use the 5-year graduation rate for all schools. Mrs. Laraway responded amendments to the ESSA Plan are submitted at the Board's discretion. Mrs. Critchfield then voiced her support of using the 5-year graduation rate for all schools to which the Board unanimously agreed. Superintendent Ybarra confirmed the 5-year graduation rate for all schools would be used for federal reporting requirements and the SDE would continue reporting the 4-year and 5-year graduation rates on the state report card.

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There were no additional questions or comments from the Board.

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2. Professional Standards Commission – Emergency Provisional Certificates Recommendations

BOARD ACTION

M/S (Ybarra/Atchley): I move to approve the Department's recommendations for the processing of Emergency Provisional Certificates as identified in Attachment

- 1. The motion carried 8-0.**

State Superintendent of Public Instruction, Mrs. Sherri Ybarra, introduced the item and reported the recommendations for the processing of Emergency Provisional Certificates have been brought to the Board for approval based upon Board member discussion during the February Regular Board meeting.

There were no questions or comments from the Board.

At this time the Board recessed until 1:15pm MST.

WORK SESSION

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

A. Student Tuition and Fee Rates (Academic Year 2019-2020)

M/S (Scoggin/Hill): I move to increase the FY2020 annual undergraduate full-time resident tuition, the annual full-time nonresident undergraduate tuition and all other fees for the University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College as submitted in the attached Tuition and Fee Worksheet. The motion carried 5-3 with Mrs. Critchfield, Mr. Soltman and Mr. Westerberg voting Nay.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview to the Board.

Dr. Howell reported there was no "fund shift" action taken during the 2019 Legislative session to fully cover the cost of the Governor's proposal for the Change in Employee Compensation (CEC) plan and this funding gap puts pressure on student tuition and (as applicable) endowment funds if college and university employees are to receive the same compensation directed by lawmakers for other state employees. Other unfunded or "must pay" items to be covered by tuition include items that are not part of the annual budget request such as institution specific health plans for graduate teaching assistants, police contract cost increases, one-time commitments, enrollment changes (systemic reduction in enrollment), CEC on non-general education (non-appropriated) personnel and scholarships.

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Following Dr. Howell's update, Mrs. Atchley requested representatives from the four year college and universities present their tuition and fee requests to the Board.

UNIVERSITY OF IDAHO

Representing the University of Idaho (UI) were President Chuck Staben, Vice President for Finance and Administration Mr. Brian Foisy, Budget Director Ms. Trina Mahoney and Associated Students University of Idaho (ASUI) President Nicole Skinner.

The University of Idaho requested an increase to the FY2020 annual undergraduate full-time resident tuition to an amount of \$6,181.80, for a total tuition and fee amount of \$8,304.00, resulting in an increase in tuition and fees of 5.6%; and to increase the annual full-time tuition for nonresident undergraduate students by 9.1%.

Mr. Foisy reported the increase would be used to cover CEC for all employees, faculty promotions and related benefit costs including health insurance. State General Funds for UI health benefits were cut in FY19 by \$1,226,200 based on the reduction to the state health rate. Because the UI is not on the state health insurance, this same amount was given to the UI as a one-time line item so the FY19 impact was \$0.00. The UI requested the same funding in FY20 as a line item, however, the request was not funded by the state.

President Staben reported UI identified \$4,154,400 as the loss to nonresident tuition related to UI's expansion of the Western Undergraduate Exchange (WUE) program to all Western Interstate Commission for Higher Education (WICHE) states. This expansion resulted in the UI graduating nonresident students from WICHE states who were not paying full nonresident tuition being replaced by incoming students paying the lower WUE rate. This impact represents year two of the four year transition. The additional \$2,615,100 in enrollment changes is due to a combination of reductions in enrollment and changes in enrollment mix, and only \$1,348,800 is requested from tuition increases.

Ms. Skinner reported no concerns from the ASUI with the proposed fee increases.

Mrs. Atchley asked what percentage of the student fee increase is related to the Idaho Central Credit Union Arena. Mr. Foisy responded less than ten (10) percent.

BOISE STATE UNIVERSITY

Representing Boise State University (BSU) were Interim President Dr. Martin Schimpf, Vice President and Chief Financial Officer Finance Mark Heil, and Associated Students Boise State University (ASBSU) President Kaleb Smith.

Boise State University requested an increase to the FY2020 annual undergraduate full-time resident tuition to an amount of \$5,532.36, for a total tuition and fee amount of \$8,068.00, resulting in an increase in tuition and fees of 4.9%; and to increase the annual full-time tuition for nonresident undergraduate students by 5.2%.

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Interim President Schimpf reported as BSU developed the FY20 tuition and fee increase the administration was mindful of the impact any increase would have on students and worked to keep the increase under 5.0%. The tuition increase would be used to cover costs for the “fund shift”, the cost of inflation, occupational costs associated with opening facilities not fully funded by the Legislature and to increase funding for BSU’s True Blue Scholarship.

Mr. Heil reported, in addition to the items referenced by President Schimpf, the tuition increase would be used to cover the costs commitments made in prior years and initiatives funded using one-time funds. BSU would use the increase to invest in additional capacity in career counseling, one additional position in the curriculum management system, safety and security needs and physical space needs.

Mr. Smith reported the level of state funding does not adequately address the needs of students and is the lowest, on a per-student basis, than the other four year public institutions.

Board member Scoggin reminded Mr. Smith it is the legislature, not the Board, which sets the annual appropriation for the colleges and universities and asked how Mr. Smith would propose to address the lack of state appropriation. Mr. Smith responded there is a need for change and the Board, in partnership with the institutions and students, should work together to enact the needed change.

IDAHO STATE UNIVERSITY

Representing Idaho State University (ISU) were President Kevin Satterlee, Vice President of Finance Dr. Glen Nelson, Vice President for Health Sciences Dr. Rex Force and Associated Students Idaho State University (ASISU) President Logan Schmidt and President Elect Camdon Clay.

Idaho State University requested an increase to the FY2020 annual undergraduate full-time resident tuition to an amount of \$5,928.04, for a total tuition and fee amount of \$7,872.00, resulting in an increase in tuition and fees of 6.1%; and to increase the annual full-time tuition for nonresident undergraduate students by 5.0%.

Prior to presenting ISU’s tuition and fee increase to the Board, President Satterlee requested an opportunity to address the request to increase the dual-credit enrollment fee from \$65 to \$75 per credit for courses delivered at a secondary school. Mr. Satterlee reported that if the request were approved by the Board, ISU would invest any revenue generated by the \$10 per credit hour increase back into dual-enrollment and advanced opportunities on the ISU campus. These investments would include the temporary position of Vice Provost for Outreach and Advanced Opportunities whose duties would include organizing, coordinating, enhancing and growing the strategic use of advanced opportunities on the ISU campus. Additionally, ISU plans to elevate an existing part time position to a full time position as the Director of Dual Enrollment Outreach and Retention and to allow a current faculty member workload release time to liaison with department

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chairs across campus and high school faculty to ensure the rigor and coordination of the dual-enrollment courses. Finally, President Satterlee reported ISU has been operating for the last several years under a waiver for the on-campus dual-enrollment charging a part-time fee and this waiver will need to continue in order for ISU to maintain the success of their on-campus dual-enrollment and advanced opportunities program.

Board member Westerberg asked what percentage of the increase would be reinvested back into ISU's dual-enrollment program to which Mr. Satterlee responded 100%. Mr. Westerberg then asked if any of ISU's tuition and fee increase would be used to support the investments in ISU's dual-enrollment program that President Satterlee had reported on earlier. Mr. Satterlee responded no part of the tuition and fee increase would be used for this purpose.

President Satterlee continued his presentation by providing to the Board an overview of ISU's tuition and fee request. Mr. Satterlee reported three (3) percent to four (4) percent of the tuition increase would be used to cover the cost of the "fund shift", GTA waivers, faculty promotions, and CEC for non-general accounts. The remaining one (1) percent to two (2) percent of the increase would be used to address structural holes in the campus budget, develop a student support service and retention system, and to expand high demand programs.

Mr. Schmidt and Mr. Clay reported the ISU student body voted on and approved the requested fee increases.

Mr. Westerberg asked why the "fund shift" for ISU is the highest of the four institutions. Dr. Howell responded each institution has a different mix of student fees and general funds being used to fund positions and a fixed increase for CEC does not equate equally across all the institutions and the Board may want to consider in the future considering different tuition and fee increases for each institution.

Mr. Westerberg asked if ISU had conducted a program prioritization to direct funds from less priority areas to greater priority areas. Mr. Satterlee responded this has been conducted by ISU, however, the savings have not materialized to the extent needed to expand all of ISU's high demand programs.

LEWIS-CLARK STATE COLLEGE

Representing Lewis-Clark State College (LCSC) were President Cynthia Pemberton, Vice President for Finance and Administration Mr. Todd Kilburn and Associated Students Lewis-Clark State College (ASLCSC) President Sam Weeks.

Lewis-Clark State College requested an increase to the FY2020 annual undergraduate full-time resident tuition to an amount of \$5,826.00 for a total tuition and fee amount of \$6,982.00, resulting in an increase in tuition and fees of 5.5%; and to increase the annual full-time tuition for nonresident undergraduate students by 3.0%.

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President Pemberton reported LCSC remains committed to an affordable, high quality education and as part of that commitment, LCSC engaged financial models that helped to reveal and understand the structural gaps and holes in LCSC's annual budget.

Mr. Kilburn reported used the increase would be used to fund CEC, declining enrollment for part-time and non-resident students, faculty promotions and scholarships.

Mr. Weeks reported the LCSC student body voted on and approved the requested fee increases.

The Board recessed for ten minutes, returning at 2:37pm.

Board member Scoggin commented while this Board would like to reduce the cost of tuition, it requires a body other than this one to appropriate more money and this places the institutions in a difficult situation trying to cover normal increases while still providing a quality education. Board member Westerberg responded cost is a barrier for many students and the Board must not forget their obligation to students to provide an affordable, quality education. Board member Atchley reported she did not disagree cost is a barrier for students, however, the Board must ensure the education students have access to is high quality and meaningful and the Board cannot ignore inflationary costs and the need for quality faculty to provide the quality education students need and deserve.

There were no additional questions or comments from the Board.

Dual Credit Fee

M/S (Atchley/Hill): I move to set the statewide dual credit fee at \$75 per credit for courses delivered at secondary schools, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2020. The motion carried 5-3 with Mr. Scoggin, Mr. Soltman and Mr. Westerberg voting Nay.

AND

M/S (Westerberg/Hill): I move to waive for one year the requirement in Board Policy III.Y to charge the part-time student fee for dual credit courses taught on campus and to ask the institutions to report back to the Board in one year. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley introduced the item and reported the request to increase the fee for dual credit courses delivered at the high school came from the presidents of the Idaho 4-year institutions in response to the action taken by the boards of trustees for the College of Eastern Idaho and College of Southern Idaho to increase the fee for dual credit courses from \$65 per

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credit to \$75 per credit. Pursuant to Board Policy II.Y.3.b., students taking dual credit courses taught on the campus of a 4-year institution would be charged the part-time student rate. If an institution desires to charge a lower amount for a dual credit student attending courses on campus, then it would require a waiver of Board policy or a change to Board Policy III.Y.

Board member Scoggin voiced his concern with approving an increase to the dual credit fee without first having a consistent comparison of delivery cost, by institution, for the delivery of dual credit courses. The Board's Chief Fiscal Officer, Dr. Carson Howell, responded this was the intent of the dual credit cost study prepared by Board staff, in partnership with the institutions and inconsistencies with the delivery of dual credit is not with the methodology of how the cost study was prepared, but with the uniformity of the operations of the dual credit program. The purpose of the dual credit working group is to identify operational issues and develop uniformity in the implementation of dual credit.

There were no additional questions or comments from the Board.

Transcript Fee

M/S (Atchley/Westerberg): I move to set the statewide transcript fee at \$10 per credit for fiscal year 2020 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley introduced the item.

There were no questions or comments from the Board.

Summer Bridge Program Fee

M/S (Atchley/Westerberg): I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2020 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley introduced the item.

There were no questions or comments from the Board.

The Board recessed for 10 minutes, returning at 3:50pm MST.

B. Institution and Agency Strategic Plans

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Mr. Don Soltman introduced the item and invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent to provide an overview of the agenda item to the Board.

Ms. Bent reported the intent of the institution and agency strategic plans is to drive prioritization of programs and budget requests for the institutions, agencies and special/health programs under the oversight of the Board. The Board planning calendar schedules the strategic plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have the plans brought back to the regular June Board meeting, with changes if needed, for final approval by the Board. Once approved, the Office of the State Board of Education submits all of the plans to the Division of Financial Management (DFM) by July 1 of each year. The strategic plans, in conjunction with the three-year program plans the Board reviews and approves at the regular August Board meeting allow the Board to view the system at a policy level to assure the system is on course or make adjustments as needed. Finally, Ms. Bent reported the purpose of the strategic planning work session is to engage the institutions in a discussion around their strategic goals and objectives, how these goals and objectives work together as part of a system and whether or not they are helping to make progress in accomplishing Idaho's education vision and mission.

Mr. Soltman reported the institutions, at the request of the PPGA Committee, will provide an update to the Board on their progress in meeting their institution benchmarks for the Board adopted System-wide Performance Measures and how the institution's progress in these four areas has impacted the implementation of the Complete College America (CCA) Game Changers adopted by the Board. The Board adopted system-wide performance measures are: 1). Timely Degree Completion, 2). Remediation Reform, 3). Math Pathways and 4). Guided Pathways. Mr. Soltman requested representatives from the four 4-year college and universities to provide an update to the Board on their institution's progress as it relates to the Board's Strategic Plan.

Representing the University of Idaho (UI) were President Chuck Staben and Vice Provost for Academic Initiatives Dr. Cher Hendricks. Representing Boise State University (BSU) were Interim Provost and Vice President for Academic Affairs Dr. Tony Roark and incoming Vice Provost for Academic Planning Dr. Zeynep Hansen. Representing Idaho State University (ISU) were President Kevin Satterlee and Vice Provost of Academic Strategy and Institutional Effectiveness Dr. Selena Grace. Representing Lewis-Clark State College (LCSC) were President Cynthia Pemberton and Provost and Vice President for Academic Affairs Dr. Lori Stinson.

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Dr. Hendricks reported the UI has implemented a Think 30 Campaign to encourage timely degree completion and redesigned Degree Maps to ensure math and English completion in the first year. In addition to the CCA Game Changers the UI is also evaluating the curricular complexity of existing degree maps to determine how complex it is for students to move through and considering adding corequisite courses to four gateway math classes.

Dr. Roark reported BSU has been making progress towards meeting the institution's benchmarks for the system-wide performance measures, however, there is still work to be done. BSU's success rate for new degree seeking freshmen taking a gateway math course is 89%, however, the success rate for students taking a gateway math course after completion of a remedial math course has decreased 40%. In response to this decline, BSU's Math Learning Center has been proactively directing students out of remedial math courses and into corequisite math courses. The number of full time students taking 30 credit hours in an academic year for FY18 was 27.5%. BSU is looking at ways to improve this number.

Mr. Satterlee reported many of the initiatives ISU has implemented, such as the Tuition Lock program and Math Pathways, have made a positive difference. Dr. Grace reported ISU has seen significant improvement since replacing the English remedial pathway with corequisite English. Additionally, ISU is considering the development of new Math pathways and how to address the variety of STEM degrees offered. Finally, Dr. Grace reported Executive Vice President and Provost, Dr. Laura Woodworth-Ney has been leading the CCA efforts on campus and has worked with faculty and staff to implement the CCA Game Changers campus wide.

Dr. Pemberton reported LCSC has made strong progress across all metrics of the institution's strategic plan. Goal 2 of LCSC's strategic plan includes the institution's CCA related initiatives and LCSC has seen significant results in this area. Dr. Stinson reported great success with English remediation. LCSC has identified and implemented five Math pathways all of which have a corequisite with the exception of one to be implemented in 2020. LCSC continues implementation of their 30 to Thrive and 15 to Finish initiatives to encourage timely completion and will be implementing a revised advising and academic coaching model in the fall focusing on teams with faculty and peer mentors.

Mr. Soltman requested representatives from the four 2-year colleges provide an update to the Board on their institution's progress as it relates to the Board's Strategic Plan.

Representing the College of Eastern Idaho (CEI) was President Rick Aman. Representing the College of Southern Idaho (CSI) was Vice President of Finance and Administration Mr. Jeff Harmon. Representing North Idaho College (NIC) was Vice

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President for Finance and Business Affairs Mr. Chris Martin. Representing the College of Western Idaho (CWI) was Interim Provost Dr. John King.

President Aman reported the CEI strategic plan is aligned with the first three goals of the Board's strategic plan. CEI has developed transfer agreements with Idaho's four 4-year college and universities and BYU-Idaho to provide CEI students with five degree pathways. CEI has aligned their curriculum with CCA initiatives and has placed a large emphasis on dual credit, specifically those courses which are taught on campus. Finally, Dr. Aman reported CEI is working to develop pathways for veterans and apprenticeship programs to award credits in competency based learning towards and Associate of Applied Science (AAS) degree.

Mr. Harmon reported CSI has implemented mandatory student orientation for all degree seeking students that stresses the importance of completion and the number of credits taken in an academic year. CSI has implemented mandatory student advising and, where appropriate, reduced the maximum number of credit hours required to earn an Associate of Applied Science (AAS) degree to 60. Finally Mr. Harmon reported CEI has expanded the use of corequisite remediation, remapped the college's General Education program for the purpose of making the general education sequence more relevant to students and expanded the Student Access and Bridge to Success programs.

Mr. Martin reported NIC initiatives supporting the CCA Game Changers include the new Cardinal Learning Commons center designed to integrate NIC's math faculty into what was previously the remediation department and the Three for Free initiative designed to encourage on-time degree completion.

Dr. King reported all of CWI's metrics continue to increase, however, there are serious, long term issues with CWI's student population that need to be addressed. Currently, the number of dual credit students attending CWI exceed the number of degree seeking student. Of the number of degree seeking students attending CWI, only 17% are completing a one year degree or certificate in one year, 4% are achieving 30 credit hours in one year, and the average credit load is 11. Of the 10,000 dual credit students attending CWI, 95% are taught on a high school campus and only 13% are considering CWI to finish their degree. Initiatives CWI has focused on to support their students are Preparation for Education or Employment and Adaptive-Blended-Online Competency Based (ABC) Learning.

Mr. Soltman asked if all of the 2-year institutions are experiencing the same issue reported by CWI that dual credits are not enrolling at their institution after graduating from high school. Dr. Aman responded it is too soon to tell if this is a trend for CEI. Mr. Harmon and Mr. Martin responded both CSI and NIC have seen a similar trend with regards to dual credit students. Finally, Dr. King reported the traditional community college population is decreasing and the colleges must provide options for adult learners.

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There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

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

Board members entered in to Executive Session at 4:43pm (PST).

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

Board members exited Execution Session at 5:49pm (PST) when they recessed for the evening.

Thursday, April 18, 2019 8:00 a.m. (PST), Idaho State University, Bruce M. Pitman Center – International Ballroom, Moscow, Idaho.

Board President Dr. Linda Clark called the meeting to order at 8:00am (PST) for regularly scheduled business. There was one participant for Open Forum.

OPEN FORUM

Mr. David Glasebrook addressed the Board on the right to free speech and protest on college campuses.

Prior to the consent agenda, Dr. Clark reported the Lapwai School District was named a first-place winner of the National School Boards Association Magna Awards. The 2019 Magna Awards program focused on equity in education and recognizes districts that have removed barriers to achievement for vulnerable or underserved students. The Lapwai School District is the only school district in Idaho to win the National School Boards Association's Magna Award and was the only Native school to be selected in 2019 for the award.

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CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the consent agenda as presented. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA)

1. State General Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Hill): I move to appoint Dr. Dean Panttaja, representing the University of Idaho, to the General Education Committee, effective immediately. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to appoint Ms. Whitney Smith-Schuler, representing the College of Southern Idaho, to the General Education Committee, effective immediately. The motion carried 8-0.

2. Graduate Medical Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the appointment of Dr. Clay Prince to the Graduate Medical Education Committee for the current two (2) year term, effective immediately and expiring on June 30, 2020. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA)

3. Data Management Council Appointments

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the reappointment of Cathleen McHugh to the Data Management Council as the representative of the Office of the State Board of Education for a term commencing July 1, 2019 and ending June 30, 2021. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the reappointment of Heather Luchte to the Data Management Council as the representative of the Division of Career Technical Education for a term commencing July 1, 2019 and ending June 30, 2021. The motion carried 8-0.

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AND

M/S (Critchfield/Hill): I move to approve the reappointment of Todd King to the Data Management Council as a representative of the State Department of Education for a term commencing July 1, 2019 and ending June 30, 2021. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the reappointment of Tami Haft to the Data Management Council as the registrar representative for a term commencing July 1, 2019 and ending June 30, 2021. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the appointment of Scott Thomson to the Data Management Council as the representative of a rural school district for a term commencing July 1, 2019 and ending June 30, 2021. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the appointment of Dr. Grace L. Anderson to the Data Management Council as a representative from a public postsecondary institution for a term commencing July 1, 2019 and ending June 30, 2021. The motion carried 8-0.

4. Institution President Approved Alcohol Permits

BOARD ACTION

M/S (Critchfield/Hill): I move to accept the report on institution president approved alcohol permits as provided in Attachment 1. The motion carried 8-0.

5. Professional Standards Commission – Northwest Nazarene University – Mid-Cycle Focus Visit Recommendation

BOARD ACTION

M/S (Critchfield/Hill): I move to accept the recommendation of the Professional Standards Commission and to approve Northwest Nazarene University's educator preparation program and endorsement areas reviewed in Attachment 1. The motion carried 8-0.

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6. Professional Standards Commission – Emergency Provisional Certificates

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Michael Curry to teach All Subjects grades kindergarten through eight (8) in Anser of Idaho, Inc. Charter School #492 for the 2018-2019 school year. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jeffrey Reifman to teach Health grades kindergarten through twelve (12) in the Boise Independent School District #1 for the 2018-2019 school year. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Madison Smith to teach All Subjects grades kindergarten through eight (8) in the Coeur d'Alene School District #271 for the 2018-2019 school year. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jonathan Sheen to teach Natural Science grades six (6) through twelve (12) in the Jerome Joint School District #261 for the 2018-2019 school year. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Patricia Harris to teach All Subjects grades kindergarten through eight (8) in the Minidoka County Joint School District #331 for the 2018-2019 school year. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jodie Barnes to act as School Counselor grades kindergarten through twelve (12) in the North Gem School District #149 for the 2018-2019 school year. The motion carried 8-0.

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AND

M/S (Critchfield/Hill): I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Michelle Guidry to teach All Subjects grades kindergarten through eight (8) in the St. Maries Joint Scholl District #41 for the 2018-2019 school year. The motion carried 8-0.

7. Professional Standards Commission – Professional Standards Commission Appointments

BOARD ACTION

M/S (Critchfield/Hill): I move to appoint Mary Flores as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Public Higher Education – Letters & Sciences. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to appoint Mary Haynal as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Public Higher Education. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to reappoint Steve Copmann as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary School Principals. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to reappoint Kathy Davis as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary Classroom Teachers. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to reappoint Mark Gorton as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary Classroom Teachers. The motion carried 8-0.

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AND

M/S (Critchfield/Hill): I move to reappoint Mike Wilkinson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Pupil Service Staff. The motion carried 8-0.

AND

M/S (Critchfield/Hill): I move to reappoint Marianne Sletteland as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Exceptional Child Education. The motion carried 8-0.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS (IRSA)

1. Division of Career Technical Education - Micro-Certification Platform
This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee chair, Mrs. Debbie Critchfield, introduced the item and reminded Board members of the request during the February 2019 Regular Board for additional information on the Idaho SkillStack program. Mrs. Critchfield invited Administrator of Idaho Career Technical Education, Mr. Dwight Johnson, to provide an overview of the Idaho SkillStack program to the Board.

Mr. Johnson reported SkillStack is Idaho's system for tracking skill based learning, developed by Idaho Career Technical Education (ICTE). SkillStack badges are micro-certifications and can align to postsecondary credit, industry certifications and/or common job openings. Individuals must demonstrate competency in order to earn a badge. Each badge has a list of skills that are "checked" as the individual demonstrates they can perform the skill.

Mr. Johnson shared with the Board the seven step process ICTE uses to set the standards for the SkillStack program.

Board member Hill asked if the definitions for micro-certification and a badge are the same to which Mr. Johnson responded the two are interchangeable and ICTE believes the definition the Board has developed is sufficient to begin the conversation and provides the platform and framework for ICTE to move forward.

There were no additional questions or comments from the Board.

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2. Board Policy III.V. – Articulation and Transfer – First Reading

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the first reading of proposed amendments to Board Policy III.V, Articulation and Transfer as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, provide an overview of the proposed amendments to the Board.

Dr. Brumfield reported the proposed amendments to Board Policy III.V. would provide for the seamless transfer of credits earned through Prior Learning Assessment (PLA) across Idaho's public postsecondary institutions, prohibit institutions from requiring students who have successfully completed an Associate of Arts (AA) or Associate of Science (AS) degree at any institution accredited by a body recognized by the Board to complete any additional general education requirements, and to require institutions to transfer PLA credits for general education purposes for students who complete an AA or AS degree from an institution accredited by a body recognized by the Board.

There were no questions or comments from the Board.

3. Board Policy III.E. – Certificates and Degrees – Second Reading

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the second reading of proposed amendments to Board policy III.E. Certificates and Degrees, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield, introduced the item and shared with Board members there were no changes between the first and second readings.

There were no questions or comments from the Board.

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4. Board Policy III.G – Postsecondary Program Approval and Discontinuance – Second Reading

BOARD ACTION

M/S (Critchfield/Hill): I move to approve the second reading of proposed amendments to Board policy III.G. Postsecondary Program Approval and Discontinuance, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield, introduced the item and shared with Board members there were no changes between the first and second readings.

There were no questions or comments from the Board.

5. Textbook Affordability – Progress Report
This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Mrs. Debbie Critchfield, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, provide an update to the Board.

Dr. Brumfield reported (24) of the Board's (43) common-indexed courses are expected to be delivered through Open Education Resource (OER) within the 2019-2020 academic year by one or more of the Board's four-year institutions. Once OER textbook adoption for all courses is completed in the coming year, Board staff will work with institutions to house as many of these texts as possible in an online repository accessible by faculty and students statewide. Finally, Dr. Brumfield reported for FY2020 the Legislature appropriated \$50,000 from the General Fund to pilot the development of OER. Board staff will use these funds to work with institutions to develop OER adoption for high-impact, common-indexed courses that are deliverable for dual credit purposes.

Board member Westerberg asked if the IRSA Committee will be following up with institutions on their successes and failures related to OER. Mrs. Critchfield confirmed this to be correct adding OER has been an accelerated focus for the IRSA Committee and the Board and staff are committed to assisting the institutions in their efforts. Mr. Westerberg added the Board is invested in the success of OER and sees this as a high priority.

Board member Clark asked if training will be available for high school teachers teaching dual-credit courses to utilize OER resources. Dr. Brumfield responded Board staff will be convening a dual-credit work group in early May and textbook delivery for dual-credit courses will be one item the group will consider. The Board's Executive Director, Mr. Matt Freeman, added the FY2020 appropriation included intent language that specified a particular emphasis on textbooks that could be used for dual-credit courses.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section 1 – Human Resources

1. Boise State University – Amendment to Multi-Year Employment Agreement – Cross Country Head Coach

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the request by Boise State University to enter into a multi-year employment agreement, as proposed, with Corey Ihmels as head coach for Track and Field and Cross Country, commencing April 21, 2019 and terminating on July 31, 2024, at a base salary of \$112,195 and supplemental compensation provisions, as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and shared with Board members Boise State University (BSU) is seeking to renew and extend the contract for its head coach for Track and Field and Cross Country. The contract includes minor adjustments to the Athletic Achievement Incentive Pay, an increase in the amount of liquidated damages, and is for a term of five years, requiring Board approval.

There were no questions or comments from the Board.

Section II – Finance

1. Board Policy V.E. – Gifts and Affiliated Foundations – First Reading

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the first reading of the revisions to Board Policy V.E. as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Atchley/Westerberg): I move to approve the amendments to the affiliate foundation agreement template as presented in Attachment 2. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported the proposed amendments would clarify the intent of the

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Board with regards to the transferring of funds between institutions and affiliated foundations, clarify the distribution of foundation assets to either the Board or the affiliated institution, and encourage each foundation to be open to public inquiries pursuant to the Idaho Public Records Law while still protecting personal and private information related to private individuals. Finally, Mrs. Atchley reported the BAHR Committee reviewed the proposed amendment on April 5, 2019.

There were no questions or comments from the Board.

2. Board Policy V.X. – Intercollegiate Athletics – First Reading

BOARD ACTION

M/S (Atchley/Critchfield): I move to approve the first reading of the proposed amendments to Board policy Section V.X, Intercollegiate Athletics, as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview of the proposed amendments to the Board.

Dr. Howell reported the proposed amendments to Board Policy V.X., Intercollegiate Athletics, would address a number of long-standing concerns with the current policy, improve clarity, correct technical accuracy and readability, and increase institution's flexibility to manage athletic financial operations while improving the Board's ability to track and oversee athletic operations. Adjustments to the spending limits were requested by the institutions as to what is needed for a competitive, yet not extravagant, athletics program. These limits are provided in the table below.

	Current	Proposed	Difference
Boise State University	\$5,014,900	\$5,014,900	\$0
Lewis-Clark State College	\$1,284,800	\$3,200,000	\$1,915,200
University of Idaho	\$5,457,400	\$7,000,000	\$1,542,600
Idaho State University	\$4,742,600	\$4,754,600	\$12,000

Mrs. Atchley requested representatives from the college and universities provide an overview of the proposed limits to the Board.

Boise State University (BSU) Vice President and Chief Financial Officer, Mr. Mark Heil, reported BSU is able to manage a competitive, yet not extravagant, athletics program under the current spending limit.

Lewis-Clark State College (LCSC) President, Dr. Cynthia Pemberton, reported the proposed limit for LCSC derives from the Board's directive to carefully access LCSC's status at it pertained to gender equity and Title IX. LCSC has completed this task and the issues identified in the Title IX review are included in the proposed limit. Additionally,

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Dr. Pemberton reported approximately 40% of the college's athletic operating budgets are dependent on fundraising which creates a problem for the college to consistently and reliably fund athletic programs and impacts the ability for LCSC to award scholarships. Finally, Dr. Pemberton reported the proposed limit would bring LCSC athletic program into a functional status of operation.

University of Idaho (UI) President, Dr. Chuck Staben, reported the UI has exceeded the athletic spending limit cap for a number of years and is experiencing a number of challenges in terms of expenditures for athletics. The UI has retained an external consultant to conduct an in-depth assessment of the athletic program and based on the preliminary results, believes the proposed limit is a realistic limit in order for the UI to maintain a competitive program in the Big Sky Conference. Vice President for Finance and Administration for the University of Idaho, Mr. Brian Foisy, reported the preliminary findings of the external consultant have found the proposed spending limit to be in the range for what the UI would need manage a competitive, yet not extravagant, athletics program, however, based upon the final report, the UI may need to adjust the proposed limit prior to the Board taking action on the second reading of the proposed amendments. Mrs. Atchley asked what portion of the proposed increase would go towards correcting gender equity issues to which Mr. Foisy responded \$700,000 - \$800,000.

Idaho State University (ISU) President, Mr. Kevin Satterlee, reported the proposed limit was not accurate and the university will be submitting an updated proposal of approximately \$5,754,600. Mr. Satterlee then commented increasing the limit is simply that and ISU does not currently have an additional \$1,000,000 to invest in athletics, adding this would be a long term process achieved over a number of years. ISU Athletic Director, Ms. Pauline Thiros, reported ISU's current spending limit is not adequate to cover the basic needs of the athletic department and that decisions to cut the operating funds for the department have negatively impacted athletics and gender equity. The proposed increase to the spending limit would allow for ISU to address approximately one-third of the funding needed for the university to operate at a competitive, yet not extravagant, level.

Board member Westerberg shared with the Board the intent of the proposed amendments is to provide the institutions with enough resources to run a reasonable athletic program. While the changes to Board policy do not provide the institutions with any additional funds, it does provide the institutions the authority to redirect institution funds to athletics.

Board President Critchfield asked if the Board will need to approve the spending limits on an annual basis to which Mr. Westerberg responded the spending limit will increase based upon the annual appropriation from the Legislature. The Board's Executive Director, Mr. Matt Freeman, reported the proposed limits establish a new benchmark that will grow from the FY2020 amount with each subsequent appropriation.

There were no additional questions or comments from the Board.

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

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the second reading of Board Governing Policy and Procedures V.B, Budget Policies, as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported there were no changes between the first and second readings.

There were no questions or comments from the Board.

4. Intercollegiate Athletics Reports of Revenue and Expenses

This item was provided in the agenda materials as an information item.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview of the reports to the Board.

Dr. Howell reported the college and universities governed by the Board are required to submit regular financial reports as specified in Board Policy V.X. For FY2019, Boise State University (BSU) and Lewis-Clark State College (LCSC) reported an excess and Idaho State University (ISU) and University of Idaho (UI) reported a deficiency.

There were no questions or comments from the Board.

5. Intercollegiate Athletics Department Employee Compensation Report

This item was provided in the agenda materials as an information item.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview of the report to the Board.

Dr. Howell reported the Intercollegiate Athletics Department Employee Compensation Reports detail the contracted salary received by athletics administrators and coaches and provides the actual compensation figures for FY2018 and estimated compensation figures for FY2019.

There were no questions or comments from the Board.

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6. Athletics Gender Equity Reports

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the request by Idaho State University to provide a one-time exception to the State Board of Education Policy V.X. to allow the University to allocate \$125,000 of the General Fund in FY2020 to the athletic department to be used to comply with Title IX, as presented in Attachment 9. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item.

There were no questions or comments from the Board.

AND

M/S (Atchley/Westerberg): I move to approve the request by Lewis-Clark State College to provide a one-time exception to the State Board of Education Policy V.X. to allow the College to allocate \$115,000 of the General Fund in FY2020 to the athletic department to be used towards compliance with Title IX, as presented in Attachment 10. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item.

Board member Hill requested additional information from Lewis-Clark State College (LCSC) on how the college plans to address the issues identified in their recent Title IX gender equity review.

LCSC President, Dr. Cynthia Pemberton, responded the college has developed a two part plan maximizing the current women's sport roster capacity over a 3-year implementation timeline. Part one of this plan would emphasize growth in women's sports participation while holding men's sports participation. Additionally, LCSC would appropriate fund allocations to fully fund a full-time head coach with benefits for each sport and assistant coaches for all women's sports. The head coach for golf and assistant coaches for women's basketball and volleyball are the priorities for FY2020.

There were no additional questions or comments from the Board.

At this time the Board took a 20 minute break, returning at 9:45am.

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7. FY2020 Appropriation Information – Institutions and Agencies of the State Board of Education

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve the allocation of the FY2020 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab7a, Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview of the appropriations to the Board.

Dr. Howell reported the Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The appropriations for FY2020 were enacted by the Legislature with the passing of House Bill 297. The operating budget for the Office of the State Board of Education (OSBE) saw a decrease of 11.9% from the prior year due to a reduction in funds for teacher evaluation and training and the non-passage of Senate Bill 1029, also known as the School Turnaround Act. Both programs were included in the OSBE operating budget. Funds for teacher evaluation and training were reduced to \$500,000, compared to \$1,000,000 in the previous year. Funding for Senate Bill 1029, School Turnaround Act, totaling \$750,000 was removed from the OSBE operating budget when the bill did not pass the House.

Finally, Dr. Howell reported the FY2020 general fund appropriation includes funding for two new line items (1) Open Education Resource and (2) Dual Enrollment System.

Dr. Clark asked if the Dual Enrollment System would help to reduce the staffing requirements for the school districts to manage dual enrollment. The Board's Executive Director, Mr. Matt Freeman, responded the line item was developed in response to feedback from school districts that school counselors and college and career advisors were overwhelmed with managing and coordinating dual credit courses for their students.

There were no additional questions or comments from the Board.

AND

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the allocation of the FY2020 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho and North Idaho College, as presented on Tab 7b, Attachment 1. The motion carried 8-0.

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Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview of the appropriations to the Board.

Dr. Howell reported the allocation included a new line item transferring \$10,000 from each community college to Systemwide Needs for costs of initiatives and programs administered centrally by the Office of the State Board of Education, such as Direct Admissions and Apply Idaho. The Board's Executive Director, Mr. Matt Freeman, added the funds would also help to cover basic operations the Board office handles that benefit the entire system, including the community colleges, such as the Optional Retirement Plan (ORP).

There were no questions or comments from the Board.

AND

BOARD ACTION

M/S (Atchley/Critchfield): I move to approve the request from the Division of Career Technical Education for the allocation of the FY2020 appropriation as detailed in Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item.

There were no questions or comments from the Board.

8. FY2020 Opportunity Scholarship Educational Costs

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the FY2020 educational cost for the Idaho Opportunity Scholarship award to be set not to exceed the amounts set forth in Attachment 1 and the Opportunity Scholarship maximum award amount for FY2020 to be set at \$3,500 and to approve the FY2020 student contribution to be set at \$3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, provide an overview to the Board.

Ms. Bent reported Idaho Administrative Code, IDAPA 08.01.13.03, Rules Governing the Opportunity Scholarship Program, requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility as part of the shared model of responsibility. Setting the

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educational cost and student contribution amounts would fulfill the Board's responsibilities under administrative rule and, combined with setting the maximum award amount, Board approval would enable Board staff to begin processing applications and finalizing award determinations for FY2020.

There were no questions or comments from the Board.

9. FY2021 Budget Guidelines

BOARD ACTION

M/S (Atchley/Westerberg): I move to direct 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. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview to the Board.

Dr. Howell reported the proposed guidelines for FY2021 line item requests are based on the template used for the past several years, however, different from prior years, budget line item requests should support the implementation of student success strategies that the Board has adopted. These Board adopted strategies include 15 to Finish, Math Pathways, Corequisite Support, Momentum Year, Academic Maps with Proactive Advising and A Better Deal for Returning Adults. Additionally, institutions may request a line item for faculty promotions. Board staff will then work with the institutions to create a consistent method of calculating the annual cost of faculty promotions.

There were no questions or comments from the Board.

10. Boise State University – Professional Fee – Computer Science Programs

BOARD ACTION

M/S (--/--): I move to approve the request by Boise State University to establish Computer Science professional program fees of \$35 per upper division credit hour, effective fall 2019. This item was returned to the Business Affairs and Human Resources Committee for further review and analysis. No action was taken by the Board.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported members of the BAHR Committee did not feel the

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request from Boise State University met the threshold of Board policy V.R.3.b.iv. Professional Fees.

Mrs. Atchley requested unanimous consent to return the item to the BAHR Committee. There were no objections from the Board.

11. Boise State University – Professional Fee – Construction Management Programs

BOARD ACTION

M/S (--/--): I move to approve the request by Boise State University to establish Construction Management professional program fees of \$35 per upper division credit hour, effective fall 2019. This item was returned to the Business Affairs and Human Resources Committee for further review and analysis. No action was taken by the Board.

12. Idaho State University – Construction Authorization – Davis Field Project

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the request from Idaho State University for bidding and construction for the Davis Field renovation as described herein and to authorize the Vice President for Finance and Business Affairs to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$5,000,000. The motion carried 8-0.

AND

M/S (Atchley/Westerberg): I move to approve the request from Idaho State University for authority to use future bond proceeds to reimburse itself for costs and expenses of the project as described in the second paragraph of the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Governing Policies and Procedures. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the Vice President of Finance for Idaho State University, Dr. Glen Nelson, to present the request to the Board. Joining Dr. Nelson was Ms. Pauline Thiros, Athletic Director for Idaho State University.

Dr. Nelson reported the request from Idaho State University (ISU) seeks Board approval to proceed with bidding and construction phases of the Davis Field Renovation project and that in addition to revitalizing the look and feel of the campus, the project will also address existing safety hazards, gender equity, enhance the student experience and increase community involvement.

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Board member Scoggin requested clarification on the drawings provided with the agenda materials indicating the existing concrete bleachers were to remain in place, as it was his understanding the bleachers were to be removed. Ms. Thiros responded the bleachers along the west side of the track were to be restored, while the bleachers along the east side would be demolished and replaced with a retaining wall.

There were no additional questions or comments from the Board.

13. Idaho State University – Construction Authorization – EAMES Project

BOARD ACTION

M/S (Atchley/Critchfield): I move to approve Idaho State University's request to bid Phase I, with Phase II as an add alternate contingent upon collection of donated funds, for a total construction amount not to exceed \$18,952,000 as provided in Attachment 2. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the Vice President of Finance for Idaho State University (ISU), Dr. Glen Nelson, to present the request to the Board.

Dr. Nelson reported the Board approved ISU's request to reallocate \$10,000,000 of funding from the Gale Life Science project to the EAMES Project and to allow the university to begin construction of Phase I of the EAMES Building remodel in December 2018. ISU's original plan was to construction Phase I and then return to the Board at a later date for approval to construction Phase II. Dr. Nelson stated the recent donation of \$2,000,000 from the JA and Katherine Albertson Foundation would allow ISU to consider bidding both phases of the project together which could provide some economic advantages to having both phases under construction at the same time with the existing contractor and design team.

There were no questions or comments from the Board.

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14. Idaho State University – Construction Authorization – Meridian Parking Lot Project

BOARD ACTION

M/S (Atchley/Hill): I move to approve the request from Idaho State University to proceed with the planning and construction of the Meridian parking lot at an amount not to exceed \$2,000,000 as detailed herein and in Attachment 2. The motion carried 8-0.

AND

M/S (Atchley/Hill): I move to approve the request from Idaho State University for authority to use future bond proceeds to reimburse itself for costs and expenses of the project as described in the second paragraph of the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Policies and Procedures. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the Vice President of Finance for Idaho State University (ISU), Dr. Glen Nelson, to present the request to the Board.

Dr. Nelson reported ISU received Board approval to proceed with the planning and design for the proposed parking lot on January 18, 2019 and is now seeking Board approval for the bidding and construction of the project.

There were no questions or comments from the Board.

15. Idaho State University – Property Purchase – Meridian Health Sciences Center

BOARD ACTION

M/S (Atchley/Critchfield): I move to approve the request by Idaho State University to acquire the real property as described in Attachment 2 for a purchase price not to exceed \$3,500,000 and to delegate authority to Kevin Satterlee, President of Idaho State University, to execute the Real Estate Contract of Sale Agreement as presented in Attachment 2. The motion carried 8-0.

AND

M/S (Atchley/Hill): I move to approve the request from Idaho State University for authority to use future bond proceeds to reimburse itself for costs and expenses of the acquisition of the property as described in the second paragraph of the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Policies and Procedures. The motion carried 8-0.

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Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the Vice President of Finance for Idaho State University (ISU), Dr. Glen Nelson, to present the request to the Board.

Dr. Nelson reported the Meridian campus is currently at maximum occupancy and ISU's acquisition of this property would allow for long-term mission-driven expansion of the Idaho State University Health Science Programs to meet the workforce needs throughout the State.

Board member Westerberg asked if this property acquisition would drop ISU's reserves below 5% to which Dr. Nelson responded it would not.

There were no additional questions or comments from the Board.

16. University of Idaho – Update to Six Year Capital Plan – Energy Plant

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve the revision to the FY2020-25 University of Idaho's six-year capital plan as submitted in Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the Vice President of Finance and Administration for University of Idaho (UI), Mr. Brian Foisy, to present the request to the Board.

Mr. Foisy reported the UI is seeking Board approval to update the university's Six-Year Capital Plan to reflect the addition of the proposed University of Idaho Energy Plant Micro-Turbine Installation and Power Generation project. The project would install three back pressure micro-turbines in the district energy plant, modernize, restore and repair the existing plant electrical system, and support the installation of a natural gas generator serving as tertiary backup power.

Mrs. Atchley commented the request from the UI is one of many the Board has received over the past year, from the institutions under the governance of the Board, to update their Six Year Capital Plan (Plan). She then reminded Board members and representatives from the institutions the purpose of the Plan is for institutions to thoroughly study their needs as they form the Plan to avoid unexpected revisions and amendments.

There were no additional questions or comments from the Board.

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17. University of Idaho – Planning and Design Authorization – Energy Plant Project

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve the request by the University of Idaho for authorization to enter the planning and design phase of the Micro-Turbine Installation and Power Generation Project, a design-build project for an amount not to exceed \$250,000 as described in Attachment 1. Authorization includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the planning and design phase of the project. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the Vice President of Finance and Administration for the University of Idaho (UI), Mr. Brian Foisy, to present the request to the Board.

Mr. Foisy reported the UI is seeking Board approval to enter the planning and design phase for the University of Idaho Energy Plant Micro-Turbine Installation and Power Generation project. The project would install three back pressure micro-turbines in the district energy plant, modernize, restore and repair the existing plant electrical system, and support the installation of a natural gas generator serving as tertiary backup power. The total estimated cost for the project is \$2,500,000 and would be funded through energy savings, federal grants and local utility, Avista, incentives estimated to be \$1,091,300. Additionally, the UI applied for a \$250,000 Wood Innovation Grant through the U.S. Department of Agriculture. If the grant money is not received, the additional cost would be recovered through an extension of the utility savings fund recovery.

Finally, Mr. Foisy reported the project is anticipated to save approximately \$300,000 per year and after approximately four years, the savings would be a net positive for the institution. The UI plans to use funds from the current Facilities Management budget to cash flow the project until the savings are realized.

There were no questions or comments from the Board.

18. Lewis-Clark State College – Funding and Construction Authorization – Career Technical Education Building Project

BOARD ACTION

M/S (Atchley/Soltman): I move to approve the request by Lewis-Clark State College to increase the budget for the Career Technical Education Center, for an amount not to exceed \$24,500,000 as provided herein. Approval is contingent upon receipt of additional funding to support the increase. Approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project. The motion carried 8-0.

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Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the President of Lewis-Clark State College, Dr. Cynthia Pemberton, to present the request to the Board. Joining Dr. Pemberton was the Vice President of Finance and Administration for Lewis-Clark State College, Mr. Todd Kilburn.

Mr. Kilburn reported Lewis-Clark State College (LCSC) is seeking Board approval to increase the construction budget for LCSC's new Career Technical Education Center from \$21,000,000 to \$24,500,000. During the Design Development phase, the cost estimate for the project was over budget. Value engineering was completed with cost reductions, none of which changed the programs, look of the building or site plan circulation, however, after this exercise, LCSC determined that any further cost reductions would hinder the academic programs. On March 12, 2019, the Division of Public Works hosted the bid openings for the construction costs for the project, which came in \$3,500,000 higher than anticipated.

There were no questions or comments from the Board.

ELECTION OF OFFICERS

BOARD ACTION

M/S (Westerberg/Soltman): I move to appoint Debbie Critchfield as President, Dr. David Hill as Vice President, and Andrew Scoggin as Secretary. The motion carried 8-0.

Board member Westerberg requested a point of personal privilege to express his gratitude to Dr. Linda Clark for her service to the Board as President for the past two years.

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(c). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

OTHER BUSINESS

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

BOARD ACTION

M/S (Atchley/Critchfield): To adjourn the meeting at 10:29 am (PST). The motion carried 8-0.



DRAFT MINUTES

STATE BOARD OF EDUCATION

April 23, 2019

Boise State University

Stueckle Sky Center

Albertsons Stadium, Sixth Floor

1910 University Drive

Boise, Idaho

A special meeting of the State Board of Education was held April 23, 2019 in the Albertsons Stadium, Stueckle Sky Center, on the campus of Boise State University, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 1:30pm MST. A roll call of members was taken.

Present:

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin, Secretary
Emma Atchley

Dr. Linda Clark
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section 1 – Human Resources

1. Boise State University – President Appointment

BOARD ACTION

M/S (Atchley/Clark): I move to appoint Marlene Tromp as President of Boise State University effective July 1, 2019, at the annual salary of \$425,000, and to approve the employment agreement provided. The motion carried 8-0.

Board President Critchfield thanked the members of the Boise State University President Search Committee and added the Board looks forward to the many successes Dr. Tromp will bring to Boise State University.

OTHER BUSINESS

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

M/S (Scoggin/Westerberg): To adjourn the meeting at 1:34 pm MST. The motion carried 8-0.

WORK SESSION
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SUBJECT

State Board of Education Standing Committee Structure and Annual Rolling Calendar

REFERENCE

June 15-16, 2000 Board revisited committee structure and Bylaws

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Bylaws

BACKGROUND/ DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward-looking roadmap intended to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes that the Board's goals and objectives are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups. The Board reviews and updates its strategic plan annually in December (review) and February (approval). All state agencies are required to review and update their strategic plan annually by state law. This provides the Board with the opportunity to adjust and realign its goals each year.

At the October regular Board meeting, the Board reviews performance of the K-20 education system. Generally, this review focuses on measures from the K-20 Education Strategic Plan as well as the performance of the agencies and

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institutions. Unlike the strategic plan work, the performance measure review is a look back at progress made during the previous four years toward reaching the Boards strategic goals and objectives.

The Board may act only as a whole and is subject to the provisions of the Idaho Open Meeting law established in Chapter 2, Title 74. The Idaho Open Meeting Law was designed to ensure transparency. The Board governs itself and the agencies and institutions under it through the establishment of Governing Policies and Procedures. The Board's Bylaws are one such policy. The Bylaws set out the operating procedures of the Board, including the standing committee structure the Board uses to organize and conduct its business.

IMPACT

The discussion will help inform future action on how the Board organizes itself and directs business.

ATTACHMENTS

- Attachment 1 – Board Policy – By-laws
- Attachment 2 – 2020–2025 K-20 Education Strategic Plan
- Attachment 3 – Board Master Planning Calendar

STAFF COMMENTS AND RECOMMENDATIONS

The Board currently organizes itself into standing and other committees as necessary and set forth in the Board's Bylaws. Any standing committee may make recommendation to the Board, but may not take any action, except when authority to act has been delegated by the Board. The purpose and responsibilities of each standing committee are established in the Board's Bylaws. The agenda for each regular meeting of the Board is required to be organized using the areas of responsibility provided for in each permanent standing committee of the Board as established in the Bylaws, with the exception of the Audit and Athletic Committees. Further, the Board By-laws require the Board member who is the chair of the applicable permanent standing advisory committee to present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

The Board's Bylaws also establish and set the scope of the working units assigned to each standing committee, the current standing committees and working units are:

- Planning, Policy and Governmental Affairs Committee
 - Presidents Council
 - Agency Head Council
- Instruction, Research and Student Affairs Committee
 - Council on Academic Affairs and Programs

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- Business Affairs and Human Resources Committee
 - Financial Vice Presidents council
- Audit Committee
- Athletics Committee

Prior to June 2000 the Board Bylaws established five standing committees of the Board. These committees had developed over time, with three primary standing committees, closely mirroring the governance structure of institutions in their charge and composition. As other needs and focuses have arisen related to the Board's governance over all of public education, new committees were added. In April 2002 the committee structure was made up of the Planning, Policy and Governmental Affairs (PPGA) Committee; Instruction, Research and Student Affairs (IRSA) Committee; Business Affairs and Human Resources (BAHR) Committee; and the Targeted Educational Groups Advisory Council. During this time the agenda was organized using the areas of responsibility for PPGA, IRSA, and BAHR. In 2004 the committee structure was revised again, setting four standing committees, removing the Targeted Education Groups Advisory Council and establishing the Audit Committee.

While the Board has added and removed standing committees from time to time to address strategic areas of focus, the three main standing committees (PPGA, IRSA, BAHR) have been maintained and provided consistent structure and stability for addressing the issues that come before the Board.

Pursuant to Section 33-104, Idaho Code, the Board is required to hold "no less than four regular meetings annually." The current regular Board meeting calendar sets six regular meetings each year. The Board meetings are scheduled around the state in such a way that each meeting is hosted by one of the public postsecondary institutions. The four-year institutions host the Board annually and the community colleges host the Board every other year. This structure allows the Board to visit each of the campuses it governs directly as the Board of Regents or Board of Trustees and to visit each of the community college campuses in the Board's role as the State Board of Education and its governance and oversight responsibility over all publicly funded education. This structure also allows the public and staff at the institutions to participate in the Board meetings and provides for an opportunity for individuals in each of the respective regions of the state to attend the meetings and speak to the Board through the Open Forum.

BOARD ACTION

This item is for informational purposes only.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. BYLAWS (Operational Procedures)**

August 2016

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
 - a. A president, a vice president, and a secretary, who are members of the Board.
 - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
 - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
 - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
 - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
 - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
 - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
 - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
 - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
 - h. Appoints Board members to all standing and interim committees of the Board.
 - i. Establishes the Board agenda in consultation with the executive director.

- j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.
- 2. Vice President
 - a. Presides at meetings in the event of absence of the Board president.
 - b. Performs the Board president's duties in the event of the Board president's inability to do so.
 - c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.
- 3. Secretary
 - a. Presides at meetings in the event of absence of the Board president and vice president.
 - b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.
- 4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

 - a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.
 - b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.
- 5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make

recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Western Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the “agencies.”* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;
- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from the Presidents' Council and the Agency Heads' Council;
- vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The

Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- i. Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or career technical program approval;
- iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and career technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
 - 1) New and expanded financial programs;
 - 2) Establishment, discontinuance or change in designation of administrative units;
 - 3) Consolidation, relocation, or discontinuance of programs;
 - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
 - 5) Student fees and tuition; and
 - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must

be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

- i. athletics director and coach contracts;
- ii. Athletics Department operating budgets;
- iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
- iv. Athletics Department employee compensation reports;
- v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
- vi. institutional Title IX gender equity reports;
- vii. athletics division or conference changes; and
- viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit and Athletic Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents' Council

1. Purpose

The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

The Chair:

- a. Presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
 - b. Establishes the Presidents' Council agenda in consultation with the Executive Director; and
 - c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

I. Agency Heads' Council

1. Purpose

The Agency Heads' Council convenes as necessary to discuss and make recommendations on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

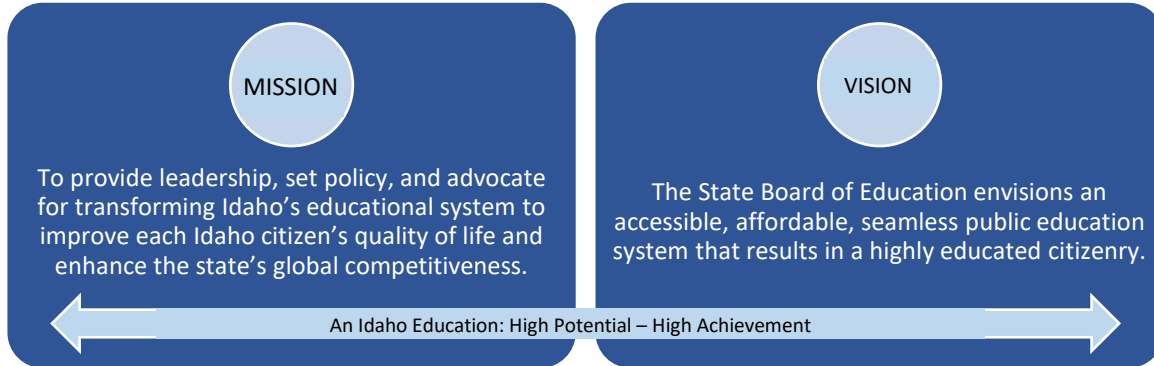
The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Career Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair

- a. Presides at all Agency Heads' Council meetings;
- b. Establishes the Council's agenda in consultation with the Council's members; and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.



Idaho K-20 Public Education - Strategic Plan



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS –

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT –

Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS –

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY2020-2025
Idaho K-20 Public Education - Strategic Plan

MISSION STATEMENT

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

VISION STATEMENT

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

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Objective B: School Readiness – Explore opportunities to enhance school readiness.

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

WORK SESSION JUNE 19, 2019

Attachment 3

Master Planning Calendar (May 2017)

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Five-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
Jan	Agencies and Institutions start updating their strategic plan based on SBOE guidance and strategic plan.	The SBOE reviews NWCCU accreditation results as available.		Board presents budget to the legislature	Rules and legislation are presented to the legislature	SBOE presentations to JFAC OSBE distributes annual Fact Book to legislators OSBE Financial Aid/FAFSA Awareness
Feb	Board approves K-20 Education Strategic Plan (if not approved in December)			Line item categories are developed and reviewed by the Presidents' Council and the BAHF Committee		OSBE presentation to germane committees
Mar	Agencies and Institutions finalize their strategic plan updates for submission to the SBOE prior to <u>April</u> agenda cutoff.	Institutions and agencies revise performance measures and benchmarks to align with strategic plan. <u>Early-April</u> agencies and institutions submit <u>proposed</u> performance measures/benchmarks (including continued use of current measures, if appropriate) for review/approval by OSBE. (Note: These measures are for the fiscal year beginning July 1)	Institutions submit the Notice of Proposed Programs to OSBE and are shared with institutions. Institutions start working through program concerns identified from other institutions. Institutions submit a draft of proposed updates to their statewide program list to OSBE and those lists are shared with institutions.			
Apr	SBOE reviews and approves updated institution and agency strategic plans or requests revision and resubmittal for June Board meeting. OSBE/SBOE receives final DFM strategic plan guidance	SBOE/OSBE receives final DFM performance reporting guidance (for agencies and institutions). SBOE reviews and approves agency and institution <u>proposed</u> performance measures and benchmarks through strategic plan approval.	Work Session with Provosts and Regional Representatives to review and discuss proposed programs for the Five-Year Plan and updates to the statewide program list. Work Session Follow Up – institutions will make necessary corrections to program entries and any edits to statewide program list based on discussion at work session. Institutions must provide feedback on proposed programs and statewide program list in late April.	SBOE is briefed on next FY legislative appropriations as it impacts education agencies and institutions. SBOE approves line item categories for the institutions.	SBOE is briefed on new legislation as it impacts education agencies and institutions. OSBE meets with institution government affairs directors regarding impact of legislation and off-session legislative strategy	

**WORK SESSION
JUNE 19, 2019**

Attachment 3

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Five-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
May	SBOE Conducts SBOE Governed institutions Presidents evaluations SBOE reviews self-assessment and makes recommendations for improvements. Executive Director Conducts Agency Heads evaluations. Institution/Agency strategic plans are submitted by June Board agenda cutoff for final approval if applicable.		CAO will review plans and statewide program list for alignment. If changes and/or recommendations to the Board are made, CAO will take those to IRSA Committee at their June Meeting.	Agencies and institutions submit estimated <u>line items</u> to OSBE prior to June Board agenda cutoff.	Agencies and institutions submit legislative ideas and suggestions to OSBE prior to June Board agenda cutoff.	
Jun	SBOE makes any final adjustments in agency and institution strategic plans.	Board approves institution and agency performance measures through the strategic plan approval. Performance Measure reports must use approved performance measures from the strategic plans.	Draft Five-Year Plans and statewide program lists are presented to IRSA. *As needed, a joint presentation from Department of Labor, Department of Commerce, and Idaho Workforce Development Council on workforce projections and educational needs will be provided at IRSA's Committee June Meeting.	OSBE provides MCO budget guidelines and templates to the agencies and institutions for submission (prior to August Board agenda deadline). SBOE reviews agency and institution <u>line item</u> requests. SBOE reviews and approves agency and institution <u>line item</u> requests.	SBOE reviews, approves, and provides guidance concerning <u>proposed</u> agency and institution legislative ideas. Board approves proposed administrative rules OSBE submits legislative ideas to DFM prior to the required July 14 deadline.	SBOE meets with legislators in Eastern Idaho (Idaho Falls)
Jul	OSBE submits SBOE approved agency and institution strategic plans (revised if required by the Board) to DFM by the early-July deadline.		Institutions finalize any remaining changes to plans and statewide program lists as reviewed and discussed and will submit to OSBE prior to August Board agenda cutoff.	Agencies and institutions submit estimated MCO budget to OSBE prior to August Board agenda deadline.	New legislation from prior session takes effect July 1. Department of Administration publishes proposed rules and 21 day review period is commenced. Governor's Office and DFM review legislative ideas. OSBE begins development of approved legislative ideas into draft legislation (as appropriate)	

**WORK SESSION
JUNE 19, 2019**

Attachment 3

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Five-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
					for consideration at August Board meeting. Legislative language submitted by August agenda cutoff.	
Aug		Agencies and institutions submit agency and institution performance reports to OSBE in early-August . Performance Measure reports include Board required system wide performance measures and performance measures approved from the strategic plans.	Final Five-Year Plans and statewide program lists are presented to the full Board.	-SBOE reviews and approves final budget request for next FY. -Draft budget request input to DFM automated system (by agencies and institutions) with a copy of supporting materials sent to OSBE. -OSBE reviews agency and institution budget submissions to ensure compliance with SBOE guidance. In late-August all budget documents returned to OSBE for final submission to DFM and LSO.	Board approves any proposed administrative rules not approved in June. Proposed legislation is approved by SBOE. Proposed (final draft) legislation is due to DFM mid-August .	SBOE meets with legislators in Southern Idaho (Twin Falls) and Eastern Idaho (Pocatello) SBOE begins planning for annual Fact Book
Sep	SBOE conducts self-assessment.	OSBE submits agency and institution performance reports to DFM by the required early-September deadline.	OSBE provides inventory of current programs for reconciliation. OSBE provides institutions with current statewide program list for updates.	Final budget requests forwarded to DFM and LSO by September 1st deadline.	Department of Administration publishes proposed rules and 21 day review period is commenced.	OSBE planning for College Application Week
Oct		SBOE reviews performance data from institutions and agencies for the previous year. Review forms the basis for revising strategic plan.	Institutions submit the Notice of Current Program Inventory. OSBE provides the Notice of Proposed Programs list to institutions for updates.		DFM forwards to LSO by mid-October . Board approves Pending Rules, modifications are made based on public comment.	SBOE meets with legislators in North Idaho (Lewiston/Moscow)
Nov	Staff develops and finalizes the annual update to the strategic plan.	OSBE updates performance measures to align with the Board's strategic plan.			-Proposed legislation in bill format returned by LSO to OSBE for review and final changes. -Pending rules not approved in October are approved. (Special Board Meeting). Pending rules are submitted to the legislature for consideration. Temporary rules take effect when approved by the Board. Pending rules take effect	OSBE annual College Application Week

**WORK SESSION
JUNE 19, 2019**

Attachment 3

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Five-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
					at the end of the legislative session.	
Dec	SBOE reviews and approves the annual updated/revision to the Board's strategic plan for the next FY.				Early-December is the final date for changes to bills (legislative proposals). Bills with substantive changes are resubmitted to SBOE for approval.	-SBOE meets with legislators in North Idaho (Coeur d'Alene) -OSBE finalizes annual Fact Book -OSBE coordinates with institutions on JFAC presentations

**DEPARTMENT OF EDUCATION
JUNE 19, 2019**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	ALBION ELEMENTARY SCHOOL – HARDSHIP STATUS	Information Item
3	PROPOSED RULE 08-0202-1902 – PROFESSIONAL STANDARDS COMMISSION RECOMMENDATIONS – CERTIFICATION REQUIREMENTS – INITIAL STANDARDS FOR CERTIFICATION, INCORPORATED BY REFERENCE DOCUMENT	Motion to Approve
4	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03 – IDAHO EXTENDED CONTENT STANDARDS, DOCUMENT INCORPORATED BY REFERENCE AND IDAHO COMPREHENSIVE ASSESSMENT PROGRAM – SCIENCE	Motion to Approve
5	LEWIS-CLARK STATE COLLEGE – NON-TRADITIONAL ROUTE TO CERTIFICATION	Motion to Approve
6	PROFESSIONAL STANDARDS COMMISSION – EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve

STATE DEPARTMENT OF EDUCATION
JUNE 19, 2019

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board.

BOARD ACTION

This item is for informational purposes only.

**DEPARTMENT OF EDUCATION
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SUBJECT

Hardship Status, Albion Elementary School

REFERENCE

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(b), Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment; Objective C: Access

BACKGROUND/DISCUSSION

At the October 1999 meeting, the State Board of Education (Board) approved the request by Cassia County School District #151 for Albion Elementary School to be designated a hardship elementary school for one year and required an annual report. However, the 2000 Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

IMPACT

Cassia County School District #151 would have received approximately \$151,000 less in FY 2019 if Albion Elementary School was not considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Superintendent James Shank to Superintendent Ybarra dated May 8, 2019

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when "special conditions exist warranting the retention of the school as a separate attendance unit and the

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retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils."

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The average daily attendance calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At \$94,100 (FY17 estimated statewide average) per support unit, the school district in the first example would receive \$941,000 while the school district in the second example would receive \$884,540. These numbers are used for the purposes of providing an example and are not the numbers for any specific school district.

BOARD ACTION

This item is for informational purposes only.



CASSIA SCHOOL DISTRICT NO. 151

3650 OVERLAND AVE. • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Ryan Cranney
Board Chairman

Heber Loughmiller
Vice Chairman

Jeff Rasmussen
Board Member

Darin Moon
Board Member

Bruce Thompson
Board Member

James Shank
Superintendent

Sandra Miller
Asst Superintendent

Chris James
Fiscal Manager

May 8, 2019

Ms. Sherri Ybarra
State Superintendent of Public Instruction
PO BOX 83720
Boise, ID 83720-0027

Dear Superintendent Ybarra,

In the October 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2019-2020 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information...

Please contact me if you need further information.

Sincerely,

A handwritten signature in blue ink, appearing to read "James Shank".

James Shank,
Superintendent

PC: Tim Hill

**DEPARTMENT OF EDUCATION
JUNE 19, 2019**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Proposed Rule, Docket No. 08-0202-1902, Rules Governing Uniformity

REFERENCE

August 2017	Board approved proposed amendments to the Idaho Standards for Initial Certification of Professional School Personnel and proposed rule Docket No. 08-0202-1701
June 2018	Board approved proposed amendments to the Idaho Standards for Initial Certification of Professional School Personnel and proposed rule Docket No. 08-0202-1801

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.B.9.b., Standards for the Initial Certification of Professional School Personnel Sections 33-114, 33-130, 33-512, 33-1254, 33-1258, Idaho Code IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness; Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. Committees of content experts reviewed and recommended revisions to the following certificates and endorsements: Exceptional Child Generalist, Blind and Visually Impaired, Deaf/Hard of Hearing, Blended Early Childhood Education/Early Childhood Special Education, School Counselor, School Psychologist, and School Social Worker. All revisions to standards and endorsements, made to better align with national standards and best practices, were presented to the PSC for consideration at the January 25, 2019 meeting. The PSC recommended approval of all of the committees' proposed endorsement revisions. In addition, the PSC recommended approval of revisions to IDAPA 08.02.02 sections for Alternative Authorization to Endorsement and Alternate Routes to Certification to ensure clarity and reflect best practices.

A Notice of Intent to Promulgate Rules was published in the March 6, 2019, edition of the Administrative Bulletin. Although the Department received no requests to participate in negotiated rulemaking, the Department solicited education stakeholders, practitioners, and higher education officials to attend a public meeting on March 27, 2019, to discuss the draft rule and possible additional

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amendments. As a result of the negotiated rulemaking meeting, changes were proposed to endorsement language regarding clinical experience under the Blended Early Childhood Education/Early Childhood Special Education endorsement. Minor spelling errors were corrected and duplicative language was removed.

Additional comments from negotiation led the PSC Executive Committee to clarify language under Principle II – Educator/Student Relationship to the Code of Ethics for Idaho Professional Educators. At their April 5, 2019 meeting, the PSC moved to accept the attached revisions to the Idaho Standards for Initial Certification of Professional School Personnel (Attachment 2) and IDAPA 08.02.02 (Attachment 1).

IMPACT

The revisions to IDAPA 08.02.02, Rules Governing Uniformity, and the Idaho Standards for Initial Certification of Professional School Personnel will enable Idaho universities and colleges to better prepare teachers according to these updated initial certification standards and endorsements.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02, Rules Governing Uniformity
Attachment 2 – Proposed revisions to Idaho Standards for Initial Certification of Professional School Personnel

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the updates to the areas of endorsement noted above, the proposed amendments include the removal of the Mathematical Thinking for Instruction and the mathematics in-service program as requirements for certificate renewal. New language is added outlining the process for individuals participating in a non-traditional route to certification to receive an interim certificate. At the time of agenda production, the Board has approved two non-traditional routes to certification; Teach for America (TFA) and American Board for Certification of Teacher Excellence (ABCTE). At the June 2019 Board meeting the Board will consider approval of two additional non-traditional routes to certification. These include a non-traditional route through Lewis-Clark State College and a transition of the Board-approved alternate route to certification at the College of Southern Idaho to a non-traditional route.

The alternate routes to certification set forth in IDAPA 08.02.02.042 were intended to provide school districts unable to find and hire certificated personnel with a path for hiring individuals who met minimum education requirements with “interim certificates” while the individuals completed requirements to obtain a standard certificate.

Over the past decade, the Board has approved amendments to the alternate routes, eliminating the requirement that alternate routes be used only in

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emergency situations. These amendments maintained provisions for some routes, including the “Teacher to New Certification” authorization for situations when a position cannot be filled with someone who has the correct certification (e.g. someone with an instructional staff certificate needing a professional services certificate). Other amendments, such as the “Alternative Authorization – Content Specialist,” were made to the route, removing barriers and allowing for school districts and charter schools to hire individuals that had not gone through a traditional pathway of an educator preparation program but had strong content knowledge and were interested in entering the education profession. These typically were individuals that had started or completed a career in a non-education field that aligns to an educational content area and are now interested in becoming a classroom teacher. The current requirements in IDAPA 08.02.02 put the responsibility for identifying and developing the pathway for these individuals on the school/district administrator and do not require that the school first determine that they cannot find someone with a standard certificate for the position that they are trying to fill. The proposed amendments would remove that flexibility and reinstate language that would only allow the alternate routes (Alternative Authorization) to be used when the school district or charter school cannot fill the position with someone who has the “correct” certification in the area of need identified. Additional language shifts responsibility for determining completion of the locally developed plan for meeting the state standards and assessing whether or not the candidate meets the state standards from the school administrator and the consortium that developed the plan to the approved educator preparation program.

In addition to the policy change noted above the language is written in a way that confuses the “interim certificate” with the “alternate authorization.” Currently the alternate routes are pathways to standard certification and the individual receives an interim certificate while they are on the route. The proposed amendments frequently confuse the language regarding the alternative authorization with the interim certificate. Technically, an alternative authorization is not a certificate, the “interim certificate” is the “certificate” and IDAPA 08.02.02. identifies specific criteria for individuals on an interim certificate, such as the requirement that they abide by all laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards. It is important that any language regarding alternative authorizations is clear that the alternative authorization is not the certificate. The “interim certificate” is the certificate.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Rules are required to be promulgated through the negotiated rulemaking process. The negotiated rulemaking process consists of an initial notice of intent to promulgate rules, and opportunity for interested parties participate in a negotiated process to develop the language for the proposed rule. Following this period the proposed rule is drafted and then submitted to the Board for consideration. Once approved by the Board, the proposed rule is then published in the administrative bulletin and a 21-day public

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comment period commences. Unlike the negotiated rulemaking meetings, the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Following the close of the public comment period, changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board, it is published again in the Administrative Bulletin as a pending (final) rule and forwarded to the Legislature for consideration.

BOARD ACTION

I move to adopt the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0202-1902, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

BREAK IN CONTINUITY OF SECTIONS

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 20, 2018 19, 2019. Copies of this document can be found on the Office of the State Board of Education website at <https://boardofed.idaho.gov>. (4-11-19 _____)

02. Standards for Idaho School Buses and Operations as approved on November 15, 2017. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (3-28-18)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at <https://boardofed.idaho.gov>. (3-29-17)

005. OFFICE – OFFICE HOURS – MAILING AND STREET ADDRESS.

The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID 83720-0037. The mailing address for the SDE is PO Box 83720, Boise, ID 83720-0027. The SBOE phone number is (208) 334-2270 and the SDE phone number is (208) 332-6800. (3-25-16)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. (7-1-02)

007. DEFINITIONS.

~~**01. Active Teacher.** K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)~~

~~**02. Alternative Routes.** Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)~~

~~**0301. Clinical Experience.** Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. (4-11-19)~~

~~**0402. Clinical Practice.** Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be~~

effective educators. Clinical practice includes student teaching and internship. (4-11-19)

0503. Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

0604. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

0705. Field Experience. Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (4-11-19)

0806. Idaho Student Achievement Standards. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

0907. Individualized Professional Learning Plan. An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-28-18)

1008. Institutional Recommendation. Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (3-28-18)

1109. Internship. Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (4-11-19)

1210. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

~~**13. Orientation.** School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)~~

1411. Paraprofessional. A noncertificated individual who is employed by a ~~school district or charter school~~ local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

i. Demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (4-11-19)

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-29-17)

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved

academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (4-11-19)

b. Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

1512. Pedagogy. Teaching knowledge and skills. (3-16-04)

1613. Practicum. Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. (4-11-19)

1714. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

1815. Student Teaching. Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing to teach. (4-11-19)

1916. Teacher Leader. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.

For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-11-19)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

01. Determination of Eligibility. Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

02. Other Procedures. All other procedures in effect at the time must be followed at the time of application. (4-1-97)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department of Education. The Department of Education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-29-17)

02. The Division of Career Technical Education. The Division of Career Technical Education is authorized to determine whether applicants meet the requirements for instructing or administering career technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-29-17)

015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

a. Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (4-11-19)

c. Individuals seeking endorsement ~~in a secondary grade (pursuant to Section 33-1001, Idaho Code)~~ range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

02. Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

a. School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate

study in school counseling, including 60 semester credits, from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

b. School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Service Staff Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (4-11-19)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

c. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-25-16)

i. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a ~~school district~~ local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

ii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a ~~school district~~ local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-25-16)

iii. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a ~~school district~~ local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. Interim Endorsement – School Psychologist. This endorsement will be granted for those who do not meet the educational requirements but hold a master's degree in school psychology and are pursuing an educational specialist degree. This non-renewable endorsement will be issued for three (3) years while the applicant is meeting the educational requirements. ()

~~d~~e. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required

every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. (4-11-19)

i. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (4-11-19)

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing; have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience; and have completed six (6) semester credit hours from a university or college in any of the following areas: (4-11-19)

- (1) Health program management. (3-25-16)
- (2) Nursing leadership. (4-11-19)
- (3) Pediatric nursing or child development. (4-11-19)
- (4) Population of community health. (4-11-19)
- (5) Health care policy, ethics, or cultural competency. (4-11-19)
- (6) Research and/or statistics. (4-11-19)

ef. Interim Endorsement - School Nurse. This endorsement will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational or experience requirements, or both, and it is not renewable. (4-11-19)

fg. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

h. Interim Endorsement - Speech-Language Pathologist. This endorsement will be granted for those who do not meet the educational requirements but hold a baccalaureate degree in speech-language pathology and are pursuing a master's degree. This endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and is not renewable. ()

gi. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-25-16)

hi. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement shall be accomplished by meeting the following requirements ~~of Subsections 015.02.g.i. through 02.g.iii., or by meeting the requirement in Subsection 015.02.g.iv.:~~ (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

- ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)
- iii. The successful completion of a school social work practicum in a ~~kindergarten-preschool~~ through grade twelve 12 (~~PreK-12~~) setting. Post-~~LMSW~~ extensive experience working with children and families may be substituted for the completion of a school social work practicum in a ~~PreK-12 setting-; and~~ (3-29-17)
- iv. A current and valid ~~master's degree or higher~~ social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (3-29-17)
- ~~i. Interim Endorsement Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)~~
- ~~j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the Occupational Therapy Licensure Board of Idaho shall be granted an Occupational Therapist endorsement. The Pupil Service Staff Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure for the endorsement to remain valid. (4-11-19)~~
- ~~k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the Idaho Physical Therapy Licensure Board shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure for the endorsement to remain valid. (3-28-18)~~
- 03. Administrator Certificate.** Every person who serves as ~~a~~-superintendent, ~~a~~-director of special education, ~~a~~-secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as ~~a~~-school principal, ~~a~~-superintendent, or ~~a~~-director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (~~3-28-18~~)
- a. School Principal (Pre-K-12) Endorsement.** To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)
 - i. Hold a master's degree from an accredited college or university. (3-25-16)
 - ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)
 - iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)
 - iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

b. Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)

- v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

c. Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)

- v. Have completed an administrative internship in the area of administration of special education; and (4-11-19)

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

04. Certification Standards For Career Technical Educators. Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

05. Degree Based Career Technical Certification.

(3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules.

(3-28-18)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew.

(3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work.

(3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations.

(3-28-18)

(2) Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation.

(3-28-18)

ii. Hold a superintendent or principal (prePre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute.

(3-28-18)

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs.

(3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice.

(3-28-18)

06. Industry-Based Occupational Specialist Certificate. The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements:

(3-28-18)

a. Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing

as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. **Pathway I - Coursework:** Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. **Pathway II – Cohort Training:** Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two-year cohort training and complete the two (2) training within the three-year validity period of the interim certificate. (3-28-18)

c. Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30)

semester credits); and (3-28-18)

iii. Have on file a new professional development plan for the next certification period. (3-28-18)

iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

07. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate ~~will be~~ is for distance education, virtual classroom programs, and ~~for~~ public and postsecondary partnerships. (3-29-17 _____)

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-25-16)

b. Fees. The fee is the same as ~~currently in effect for~~ an initial or renewal certificate as established in Section 066 of these rules. (3-25-16 _____)

c. The candidate must meet the following qualifications: (3-25-16)

i. Hold a master's degree or higher in the content area being taught; (3-25-16)

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)

iii. Complete and pass a criminal history background check as required ~~according to~~ by Section 33-130, Idaho Code. (3-25-16 _____)

08. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten--finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (3-25-16)

a. Each ~~school district~~ local education agency with a Junior ROTC program shall provide the State Department of Education with a list of ~~the names of those~~ individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (3-25-16 _____)

b. Each ~~school district~~ local education agency with a Junior ROTC program shall provide the State

Department of Education with a notarized copy of their certificate(s) of completion. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

10. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

~~a. Mathematics In Service Program. In order to recertify, the state board approved mathematics instruction course titled "Mathematical Thinking for Instruction," or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state board approved mathematics instruction course shall be a one time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify: (4-11-19)~~

~~i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth-Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)~~

~~ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)~~

~~iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)~~

~~iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)~~

~~b. Waiver of Mathematics In Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)~~

ea. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and

proficiency in assessment literacy.

(3-28-18)

016. IDAHO INTERIM CERTIFICATE.

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate non-traditional route to teacher certification as prescribed herein. (3-29-17)

01. Interim Certificate Not Renewable. Interim certification is only available on a one-time basis ~~per individual~~ except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

02. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification through a state board approved non-traditional route to teacher certification program. ()

a. Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim instructional certificate. To complete this non-traditional route, the individual must: ()

i. Complete a state board approved program, ()

ii. Pass the state board approved pedagogy and content area assessment, and ()

iii. Complete the Idaho Department of Education background investigation check. ()

b. Interim Certificate. Upon completion of this certification process, the individual will be awarded an interim certificate from the State Department of Education. During the term of the interim certificate, the individual must teach and complete a two (2) year state board approved teacher mentoring program and receive two (2) years of successful evaluations per Section 33-1001 (14), Idaho Code. ()

c. Interim Certificate Not Renewable. This interim certification is available on a one (1) time basis. The individual is responsible for obtaining a valid renewable standard instructional certificate during the three (3) year interim certification term. ()

d. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. ()

02. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state board approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (4-11-19)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

03. Mathematical Thinking for Instruction. For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state board approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (4-11-19)

04. Technology. Out-of-state applicants may be reviewed by the hiring ~~district~~ local education agency

for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

05. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain ~~a~~—full certification during the term of the interim certificate: (3-28-18)

- a.** Two (2) years of successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)
- b.** Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)
- c.** Six (6) credit renewal requirement. (3-28-18)
- d.** Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

06. Foreign Institutions. An educator having graduated from a foreign institution may be issued a non-renewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

07. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-28-18)

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy, and performance area assessments shall be used ~~in the state of Idaho~~ to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08 _____)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state board approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-11-19)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (~~Kindergarten through grade twelve (K-12)~~) from an ~~Idaho state board~~ approved educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included ~~as parts of~~ the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its educator preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-11-19 _____)

018. -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of a ~~Standard~~ an Instructional Certificate, ~~Standard Occupational Specialist Certificate, and Advanced or~~ Occupational Specialist Certificate may be granted endorsements in ~~subject~~ areas as provided herein. Instructional

staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential certificate, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18 _____)

01. Clinical Experience Requirement. All endorsements require supervised clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (4-11-19)

02. Alternative Authorization – Teacher to New Endorsement. ~~Candidates shall meet all requirements of the chosen option for the endorsement as provided herein.~~ This alternative authorization allows a local education agency to request additional endorsement for a candidate when a professional position cannot be filled with someone who has the correct endorsement. This authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress. The candidate shall provide evidence of pursuing one of the following options: (3-28-18 _____)

a. Option I -- An official statement ~~from the college of education~~ of competency in a teaching area or field from the college of education of an accredited college or university is acceptable in lieu of courses ~~for a teaching field if such the statements are is~~ created in consultation with the department or division ~~of the accredited college or university~~ in which the competency is established and ~~are is~~ approved by the director of teacher education of the recommending college or university. (3-28-18 _____)

b. Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

c. Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

d. Option IV -- ~~Testing and/or~~ Content area Assessment assessment and mentoring. ~~Two (2) pathways are available to some teachers, depending upon endorsement(s) already held.~~ (3-29-17)

~~i. Pathway 1 – An Endorsements endorsement may be added through by successfully completing a state- board approved testing and a mentoring component content area assessment. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of and a one (1)- year state- board approved mentoring component; or program.~~ (3-28-18 _____)

~~ii. Pathway 2 – Endorsements may be added through state approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1) year state approved mentoring component and passing a final pedagogy assessment.~~ (3-25-16)

022. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS A - D. (_____)

01. Agriculture Science and Technology (6-12). (3-16-04)

~~a. Forty five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; career technical student organization leadership; plant science; and occupational teacher preparation pursuant to Subsection~~

~~015.05.a.; or (3-28-18)~~

~~b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)~~

0201. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (3-29-17)

0302. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science. Course work may include three (3) semester credit hours in world history survey. (3-28-18)

0403. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual clinical field experience. (4-11-19)

0504. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (3-29-17)

0605. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements: ~~(3-28-18)~~

~~a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies clinical experience including a combination of general and special education in the following settings: birth – age 3, ages 3 – 5, and grades K – 3 general education. (3-29-17)~~

~~b. The required credit hours here in, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-29-17)~~

~~c. Proficiency in areas noted above is measured by one (1) of the following options: (3-29-17)~~

~~i. Option I – Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early childhood assessments. (3-29-17)~~

~~ii. Option II – Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early childhood assessments. (3-29-17)~~

0706. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

~~a. Completion of a program of a minimum of twenty (20) semester credit hours in elementary education and special education coursework to include: methodology (literacy, mathematics, science, physical education, art); and content knowledge (mathematics, literacy, science, health, physical education, art); technology; assessment; and field clinical experiences in grades four (4) through six (6). (3-28-18)~~

~~08. Business Technology Education (6-12). (3-16-04)~~

~~a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; career guidance; career technical student organization leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; or business management; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)~~

~~b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)~~

0907. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (3-29-17)

1008. Communication (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include methods of teaching speech/communications plus course work in at least four (4) of the following areas: interpersonal communication/human relations; argumentation/personal persuasion; group communications; nonverbal communication; public speaking; journalism/mass communications; and drama/theater arts. (3-29-17)

b. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: interpersonal communication/human relations, public speaking, journalism/mass communications, and methods of teaching speech/communication. (3-29-17)

1109. Computer Science (5-9 or 6-12). (3-29-17)

a. Twenty (20) semester credit hours of course work in computer science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or (3-29-17)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

1210. Deaf/Hard of Hearing (PreK-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: Coursework to include: American Sign Language, listening and spoken language development, hearing assessment, hearing assistive technology, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, and clinical practice. (3-29-17)

~~a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)~~

~~_____b._____ Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or _____ (3-29-17)~~

~~_____c._____ Completion of a program from an out of state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and _____ (3-29-17)~~

~~_____d._____ Completion of a program of a minimum of thirty three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. _____ (3-29-17)~~

023. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS E - L. _____ (_____)

01. Early Childhood Special Education (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (3-28-18)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of early childhood education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and student-teaching/clinical practice at the Pre-K--3 grades.

(3-29-17 _____)

02. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (3-29-17)

03. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of personal finance/consumer economics/economics methods. Remaining course work may be selected from business, economics, or finance course. (3-28-18)

04. Engineering (5-9 or 6-12). _____ (3-29-17)

~~_____a._____ Twenty (20) semester credit hours of engineering course work; or _____ (3-29-17 _____)~~

~~_____b._____ Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. _____ (3-29-17)~~

05. English (5-9 or 6-12). Twenty (20) semester credit hours, including coursework in all of the following areas: grammar, American literature, British literature, multicultural/world literature, young adult literature, and literary theory. Additionally, a course in advanced composition, excluding the introductory sequence designed to meet general education requirements, and a course in secondary English language arts methods are required. (4-11-19)

06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL clinical field experience. (4-11-19)

07. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work/clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must have satisfied the following requirements: complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-29-17)

~~a. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and~~ (3-29-17)

~~b. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested.~~ (3-29-17)

08. Family and Consumer Sciences (6-12). (3-28-18)

~~a. Thirty (30) semester credit hours to include coursework in each of the following areas: child/human development; human/family relations; directed laboratory experience in childcare; apparel and textiles; cultural dress; fashion design and merchandising; nutrition; food preparation, food production, or culinary arts; housing, interior design, or home management; consumer economics or family resource management; introduction to family consumer sciences; career technical student organization leadership; career guidance; and family consumer science methods; and occupational teacher preparation pursuant to Subsection 015.05.a.; or~~ (3-28-18)

~~b. Occupational teacher preparation pursuant to Section 015.04 through 015.06.~~ (3-29-17)

0908. Geography (5-9 or 6-12). Twenty (20) semester credit hours including course work in cultural geography and physical geography, and a maximum of six (6) semester credit hours in world history survey. The remaining semester credit hours must be selected from geography. (3-29-17)

1009. Geology (5-9 or 6-12). Twenty (20) semester credit hours in the area of geology. (3-29-17)

1110. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice. (4-11-19)

1211. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course. (3-29-17)

1312. History (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. history survey and a minimum of six (6) semester credit hours of world history survey. Remaining course work must be in history. Course work may include three (3) semester credit hours in American government. (3-29-17)

1413. Humanities (5-9 or 6-12). An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance. (3-29-17)

1514. Journalism (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in journalism and six (6) semester credit hours in English and/or mass communication. (3-29-17)

b. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in journalism. (3-16-04)

1615. Literacy (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (4-11-19)

024. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

~~a. Twenty (20) semester credit hours to include course work in each of the following areas: marketing; management; economics; coordination of cooperative programs; merchandising/retailing; methods of teaching marketing education; and career technical student organization leadership, with remaining credit hours in entrepreneurship; hospitality and tourism; finance; career guidance; or accounting and occupational teacher preparation pursuant to Subsection 015.05.a.; or~~ (3-28-18)

~~b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06.~~ (3-29-17)

0201. Mathematics (~~5-9 or 6-12~~). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (3-29-17)

0302. Mathematics - Basic-Middle Level (5-9 or 6-12). Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in mathematics content. (3-29-17)

0403. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (3-29-17)

0504. Natural Science (5-9 or 6-12). Follow one (1) of the following options: (3-29-17)

a. Option I -- Must hold an existing endorsement in one of the following areas: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: physics, chemistry, and Earth science or geology. (3-29-17)

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology. (3-29-17)

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology. (3-29-17)

iv. Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry. (3-29-17)

b. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: biology, chemistry, Earth science or geology, and physics. (3-29-17)

0605. Online-Teacher (K-12). To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Meets the state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (3-25-16)

b. Provides evidence of online course time as a student and demonstrates online learning experience. (4-11-19)

c. Has completed an eight (8) week online clinical practice in a K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades K-12 within the past three (3) years. (4-11-19)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (3-25-16)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers. (4-11-19)

0706. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (3-29-17)

0807. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics. (3-29-17)

0908. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of physics. (3-28-18)

1009. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of psychology. (3-29-17)

1110. Science – Middle Level (5-9). Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science, and physical science to include lab components. Science foundation standards must be met. (4-11-19)

1211. Social Studies (6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science. (4-11-19)

1312. Social Studies – Middle Level (5-9). Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American government/political science or economics. Social studies foundations must be met. (4-11-19)

1413. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of sociology. (3-29-17)

1514. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology. (3-29-17)

1615. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the ~~school district~~ local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (4-11-19)

a. Teacher Leader – Instructional Specialist – Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (4-11-19)

i. Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal-setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (4-11-19)

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. (4-11-19)

b. Teacher Leader – Literacy – Eligibility for Endorsement. To be eligible for a Teacher Leader – Literacy endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (4-11-19)

i. Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies in the Idaho Literacy Standards. Coursework and content domains required include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process, which are all centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience while under contract in an accredited school setting. (4-11-19)

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment. (4-11-19)

c. Teacher Leader – Mathematics – Eligibility for Endorsement. To be eligible for a Teacher Leader – Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (4-11-19)

i. Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (4-11-19)

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment. (4-11-19)

d. Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (4-11-19)

i. Education Requirements: Hold a Standard Instructional Certificate endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting. (4-11-19)

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. (4-11-19)

1716. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: collection development/materials selection; literature for children and/or young adults; organization of information to include cataloging and classification; school library administration/management; library information technologies; information literacy; and reference and information service. (4-11-19)

18. Technology Education (6-12). (3-28-18)

~~a. Twenty (20) semester credit hours to include course work in each of the following areas: communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy and transportation and other relevant emerging technologies; career technical student organization leadership; principles of engineering design; and occupational teacher preparation pursuant to Subsection 015.05.a; or (3-28-18)~~

~~b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)~~

1917. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and

directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

2018. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course. (3-29-17)

219. Visual Impairment (PreK-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. (3-28-18 _____)

~~a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)~~

~~b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out of state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-29-17)~~

~~c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and (3-29-17)~~

~~d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)~~

220. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (3-28-18)

a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (3-28-18)

b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (3-28-18)

BREAK IN CONTINUITY OF SECTIONS

042. ~~ALTERNATE ROUTES TO~~ALTERNATIVE AUTHORIZATION - CERTIFICATION.

~~The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard educator preparation program. Alternative authorization -Routes to Certification certification allows a local education agency to request certification for a candidate when a professional position cannot be filled with someone who has the correct certification in an area of need identified by the local education agency. This authorization grants an interim certificate which shall allow individuals to serve as the teacher-educator of record prior to having earned full while pursuing certification status. The teacher-educator of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and individuals with strong subject matter background but limited experience with educational methodology shall follow~~

~~the alternate certification requirements provided herein.~~ Alternative authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress. Interim certification is valid for not more than three (3) years total. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route alternative authorization - teacher to new endorsement as described in Subsection 021.02 of these rules. (4-11-19 _____)

01. Alternative Authorization -- Teacher To New Certification. ~~The purpose of this alternative authorization is to allow a local education agency Idaho school districts to request additional certification for a candidate who already holds a current and valid Idaho instructional certificate when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total.~~ (3-29-17 _____)

a. Prior to application, a candidate must hold a baccalaureate degree, and a current and valid Idaho instructional certificate. The ~~school district~~ local education agency must ~~provide supportive information attesting to the ability of the candidate's ability~~ to fill the position. (3-29-17 _____)

b. A candidate must participate in ~~an~~ a state board approved ~~alternative route~~ educator preparation program. (3-25-16 _____)

i. The candidate will work toward completion of ~~the alternative route~~ a state board approved preparation educator preparation program ~~through a participating college/university, and the employing school district.~~ The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16 _____)

ii. The participating ~~college/university~~ educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04 _____)

02. Alternative Authorization -- Content Specialist. ~~The purpose of this alternative authorization is to offer an expedited route to certification allows a local education agency to request an instructional certificate for an individuals who are highly and uniquely qualified in a subject area possesses distinct content knowledge and skills to teach in a district with an area of need identified need for teachers in that area. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total by the local education agency.~~ (3-25-16 _____)

a. Initial Qualifications. (3-20-04 _____)

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching portion; and (4-11-19 _____)

ii. ~~The hiring district~~ Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the area of identified need. ~~through~~ The candidate shall meet or exceed the state qualifying score on the appropriate state board approved content or pedagogy assessment, or the candidate shall demonstrated demonstrate content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16 _____)

b. ~~Alternative Route Preparation Program—College/University Preparation or Other State Board Approved Certification Educator Preparation Program.~~ (3-25-16 _____)

i. ~~At the time of~~ Prior to authorization, a consortium comprised of a ~~designee from the college/university to be attended or other~~ state board approved certification educator preparation program representative, and a local education agency representative ~~from the school district~~, and the candidate shall determine the preparation needed and develop a plan to meet the Idaho Standards for Initial Certification of Professional School

Personnel. The educator preparation program shall provide procedures to assess and credit: equivalent knowledge, dispositions, and relevant life/work experiences. This The plan must include a state board approved mentoring program. While teaching under the alternative authorization, the mentor shall provide and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; and (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district plan. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal. A teacher The candidate must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and the plan to receive a certificate of completion; (4-11-19)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state approved content, pedagogy, or performance assessment. (3-20-04)

03. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

a. Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

b. To complete this non-traditional route, the individual must: (3-25-16)

i. Complete a Board approved program; (4-6-05)

ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

iii. Complete the Idaho Department of Education background investigation check. (3-28-18)

c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

e. Types of Certificates and Endorsements. The non-traditional route may be used for first time certification, subsequent certificates, and additional endorsements. (3-20-14)

04. Alternative Authorization - Pupil Service Staff. The purpose of t This alternative authorization is

~~to allow Idaho school districts~~ a local education agency to request endorsement/certification when a position requiring the Pupil Service Staff Certificate cannot be filled with someone who has the ~~correct school counselor or school social worker~~ endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

) (3-28-18)

a. Initial Qualifications. The applicant must complete the following: (4-2-08)

i. Prior to application, a candidate must hold a ~~master's baccalaureate~~ degree or higher and hold a ~~current Idaho license from the Bureau of Occupational Licenses in the area of desired certification~~; and (3-25-16)

ii. The ~~employing school district~~ local education agency must ~~provide supportive information attesting~~ to the ability of the candidate to fill the position. (4-2-08)

b. ~~Alternative Route~~ Educator Preparation Program. (4-2-08)

i. At the time of authorization ~~t~~The candidate must enroll in and work toward completion of the ~~alternative route~~ a state board approved educator preparation program through a participating college/university and the ~~employing school district~~ local education agency. The ~~alternative route~~ educator preparation program must include annual progress goals. (3-25-16)

ii. The candidate must complete a minimum of nine (9) semester credits annually to ~~be eligible for extension of up to a total of three (3) years~~ maintain eligibility for renewal. (4-2-08)

iii. The participating educator preparation program ~~college/university or the State Department of Education~~ will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

05. ~~Alternate~~ Alternative Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-29-17)

01. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the individualized professional learning plan or related to the professional practice of the applicant. (3-28-18)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or

(4-2-08)

iii. Credits must be tied to a specific area of need designated by ~~district~~local education agency administration. (4-2-08)

iv. Credits must be taken during the validity period of the certificate. (3-28-18)

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the State Board of Education. For pupil service staff, continuing education units completed and applied to the renewal of an occupational license issued by the appropriate Idaho ~~Bureau of Occupational Licenses~~state licensing board will be accepted for recertification. The continuing education units must be recognized by the appropriate Idaho ~~Bureau of Occupational Licenses~~state licensing board. (4-11-19 _____)

c. Credits and continuing education units must be taken during the validity period of the certificate. (4-11-19)

d. All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Occupational Specialist Certificates must be made through the Division of Career Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. All in-service training must be aligned with the individual's individualized professional learning plan or related to professional practice. (3-28-18)

e. At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)

f. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

g. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

02. State Board of Education Professional Development Requirements. (4-1-97)

a. ~~Districts~~Local education agencies will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester credits or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-11-19)

c. At least three (3) semester credits will be taken for university or college credit. Verification may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-28-18)

d. Pupil Service Staff Certificate holders who hold a professional license through the appropriate Idaho ~~Bureau of Occupational Licenses~~state licensing board may use continuing education units applied toward the renewal of their professional license toward the renewal of the Pupil Service Staff Certificate. Fifteen (15) contact hours are equivalent to one (1) semester credit. (4-11-19 _____)

BREAK IN CONTINUITY OF SECTIONS

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-20-14)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)

a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)

b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)

c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)

- d. Committing any act of harassment as defined by ~~district~~ local education agency policy; (4-11-06)
- e. Soliciting, encouraging, or consummating a romantic ~~or inappropriate~~ relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)
- f. Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; ()
- ~~fg.~~ Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)
- ~~gh.~~ Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (4-11-15)
- ~~hi.~~ Inappropriate contact with any minor or any student regardless of age using electronic or social media; (4-11-06)
- ~~ij.~~ Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)
- ~~jk.~~ Conduct that is detrimental to the health or welfare of students; and (3-20-14)
- ~~kl.~~ Deliberately falsifying information presented to students. (3-20-14)
- 04. Principle III - Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)
- a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)
- b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
- c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)
- d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)
- e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)
- 05. Principle IV - Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)
- a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
- b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)
- c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-14)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-14)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, parents, ~~or~~ patrons, or other donors from all sources, including online donation platforms; (3-20-14)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school property for private financial gain; (3-20-14)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)

e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the

benefit of a student, class, classroom, or school. (3-28-18)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing ~~school district or agency~~ local education agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)

e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

f. Taking ~~or~~ possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (4-11-15 _____)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document ~~issued by the State Department of Education~~ outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04 _____)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

~~**03. Certificate.** A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code).~~
(3-20-04)

~~**0403. Certificate Denial.** The refusal of the state to grant a certificate for an initial or reinstatement application.~~
(3-20-04 _____)

~~**0504. Certificate Suspension.** A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code.~~ (3-20-04 _____)

~~**06. Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint.~~ (4-11-06)

~~**0705. Conditional Conditioned Certificate.** Allows an educator to retain licensure under certain s~~ Stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(4002), Idaho Code). (3-20-04 _____)

~~**08. Contract.** Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code.~~ (3-20-04)

~~**09. Conviction.** Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld.~~ (3-20-04)

~~**1006. Educator.** A person who held, holds, or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code).~~ (3-20-04 _____)

~~**1107. Education Official.** An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO).~~ (3-20-04)

~~**1208. Executive Committee.** A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review ~~purported~~ alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and ~~direction for~~ recommend possible disciplinary action ~~to be taken against a Certificate holder.~~ (3-20-14)~~

~~**1309. Hearing.** A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers.~~ (3-20-04)

1410. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

1511. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education Professional Standards Commission. (3-20-14_____)

~~16. Minor. Any individual who is under eighteen (18) years of age. (3-20-04)~~

1712. Not Sufficient Grounds No Probable Cause. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (3-20-14_____)

1813. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)

14. Probable Cause. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. (_____)

1915. Reprimand. A written letter admonishing the Certificate holder for his-their conduct. ~~The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate.~~ (3-20-04_____)

2016. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

2117. Revocation. The invalidation of any Certificate held by the educator. (3-20-04)

2218. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, ~~or by subsequent action by the Professional Standards Commission.~~ (3-20-04_____)

~~23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)~~

~~24. Sufficient Grounds. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)~~

BREAK IN CONTINUITY OF SECTIONS

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL



**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**

July 1, 202~~1~~2

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education approval June ~~20~~19, 201~~8~~9)

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SUMMARY

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input- based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

In 2000, Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do, similar to mastery-based education.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do)

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

REVISED IDAHO CORE TEACHER STANDARDS

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

The Learner and Learning

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Examples of an Enhancement to Standard 1:

For Elementary:	The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.
For Math:	The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that every teacher needs to know. Therefore, it is Standard 11 under Science.

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- Administrator Endorsements
 - School Principals
 - Superintendents
 - Special Education Directors
- Pupil Personnel Services Endorsements
 - Audiology
 - School Counselors
 - School Nurses
 - School Psychologists
 - School Social Workers
 - Speech Language Pathology

Because of the unique role of these professionals, their standards are independent of the Core Standards, but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Maintenance

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards annually. The standards review process ensures current best practices are embedded.

The process for all standards reviews are as follows:

- A standards review team of content area experts from educators, including those from ~~K~~P-12 schools and higher education, is formed for each standard area.
- The team of content area experts reviews the standards and makes revisions, if necessary.
- The recommended revisions from the team of content area experts are presented to the PSC.
- ~~Once~~If the PSC approves the revisions, they are presented to the State Board of Education for ~~approval~~adoption.
- ~~After~~If the State Board of Education ~~approves the revisions~~adopts the revised standards, they are presented to the Legislature for approval.
- ~~and if~~approved by the Legislature, become an the revised standards are incorporated ~~by reference document in state~~into State Board Rule (IDAPA 08.02.02.004.01).

Please visit the Idaho State Department of Education Standards for Educator Preparation webpage for information on which preparation programs have been changed: <http://www.sde.idaho.gov/cert-psc/psc/standards.html>

IDAHO CORE TEACHING STANDARDS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1(c) The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.
- 1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

- 1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(c) The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.
- 2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as contemporary and historical impacts on language, culture, family, and community values.
- 2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

- 2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, response modes) for individual students with particular learning differences or needs.
- 2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
- 2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning (e.g., principles of universal design for learning and culturally responsive pedagogy).
- 3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.
- 3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.
- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.
- 3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

- 3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.
- 3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.
- 4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.

Performance

- 4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.

Performance

- 5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(l) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.
- 5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(n) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(o) The teacher develops and implements supports for learner literacy development across content areas.

Disposition

- 5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of

learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

Performance

- 6(i) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.
- 6(j) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(k) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(l) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(m) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

- 6(n) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(o) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(p) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(q) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

- 6(r) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(s) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(t) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(u) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(v) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(w) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, professional organizations, community organizations, community members).

Performance

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher is committed to using short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the cognitive processes associated with various types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.
- 8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

- 8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.
- 8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.
- 8(j) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(k) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

- 8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.
- 8(o) The teacher asks questions to stimulate discussions that serve different purposes.

Disposition

- 8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

- 9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(d) The teacher understands laws and responsibilities related to the learner (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(e) The teacher understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).
- 9(f) The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
- 9(g) The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities.*

Performance

- 9(h) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(i) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(j) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(k) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(l) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.
- 9(m) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- 9(n) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

- 9(o) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

Disposition

- 9(p) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(q) The teacher is committed to culturally responsive teaching.
- 9(r) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(s) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- 10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

Performance

- 10(f) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.

- 10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.
- 10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
- 10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.
- 10(m) The teacher uses and generates meaningful inquiry into education issues and policies.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.

Disposition

- 10(o) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.
- 10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(r) The teacher takes responsibility for contributing to and advancing the profession.
- 10(s) The teacher embraces the challenge of continuous improvement and change.

GLOSSARY OF TERMS

Culturally Responsive Pedagogy – Pedagogy that recognizes the importance of including student’s cultural references in all aspects of learning. (Ladson-Billings)

Global Mindfulness – Exploring new ideas and perspectives, as well as having the humility to learn and willingness to work with people around the globe

Learning Environments – The diverse physical and virtual locations, contexts, and cultures in which students learn.

Principles of Universal Design – A set of principles for curriculum development that give all individuals equal opportunities to learn. (udlcenter.org)

Socio-Historical Context – The social and historic factors which shape learning and learning trajectories over time.

*The federal and state governments of Idaho recognize the Idaho’s tribes’ inherent sovereignty. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The standards have been grouped into four general categories and represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

- As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Standard 1: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Performance

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

- 2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Performance

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.
- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Performance

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.

- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

- 4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
- 4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.
- 4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(h) The teacher understands the impact of motivation and choice on writing production.

Performance

- 4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
- 4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
- 4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
- 4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).

- 4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
- 4(n) The teacher scaffolds instruction for a range of student writers.
- 4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(p) The teacher utilizes choice to motivate writing production.

PRE-SERVICE TECHNOLOGY STANDARDS

The 2016 Pre-Service Standards Review was conducted by a team of content area experts from across the state of Idaho. The Idaho Pre-Service Technology Standards were revised in January 2016 to align with the Idaho Core Teacher Standards (2013). All teacher candidates are expected to meet the Idaho Core Teacher Standards, including the Idaho Pre-Service Technology Standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The standards review team endeavored to arrive at standards that were comprehensive, research-based, support reciprocity, and promote unique local, regional, and statewide implementations within sound and responsible attention to its fundamental outcomes. Special attention was paid to the recognition that technology-enriched teaching and learning is a continually and rapidly changing process. It was, therefore, important to determine standards that promote the best preparation of teachers to integrate technologies into instruction that continue to be relevant over time and will best suit any school district in Idaho, regardless of its size, location, or resources. In consideration of these variables as well as careful attention to its correlation to the Idaho Core Teaching Standards, the standards review team recommended that the ISTE (International Society for Technology in Education) Standards for Teachers (2008) be adopted to serve as the Pre-Service Technology Standards.

The Pre-Service Technology Standards indicate teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies identified in the ISTE Standards for Teachers. These competencies reflect the principles of universal design related to technology, while emphasizing flexibility and accessibility.

Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate knowledge, skills, and dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments. In addition, teacher candidates must become fully aware of Idaho’s technology standards for K-12 students.

The alignment matrix found on the next page of this standards document and shows the connections between the Idaho Core Teacher Standards and the Pre-Service Technology Standards.

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

- 1. *Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
 - a. Promote, support, and model creative and innovative thinking and inventiveness
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- 2. *Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.***
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
 - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
 - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
- 3. *Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.***
 - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
 - b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
 - c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
- 4. ***Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.***
 - a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
 - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools
- 5. ***Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.***
 - a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
 - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
 - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
 - d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

ISTE Standards • Teachers

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IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 3: Partnership.

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standards 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.

IDAHO FOUNDATION STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS

In addition to the standards listed here, bilingual education and English as a second language (ESL) teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Bilingual Education Teachers or (2) Idaho Standards for English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual and ESL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students
- 1(b) The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.

Performance

- 1(c) The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.
- 1(d) The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
- 2(b) The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).
- 2(c) The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
- 2(d) The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

Performance

- 2(e) The teacher identifies ways to promote respect and advocate for diverse linguistic communities.
- 2(f) The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.
- 2(g) The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
- 2(h) The teacher identifies and describes characteristics of major language and cultural groups in Idaho.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands that language is socially constructed and the importance of individual and collaborative learning.
- 3(b) The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

Performance

- 3(c) The teacher demonstrates the ability to create a culturally responsive classroom environment.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
- 4(b) The teacher understands various language instruction educational program models.
- 4(c) The teacher understands that language is a system (including linguistic and socio-linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

Performance

- 4(d) The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.
- 4(e) The teacher evaluates various language instruction program models and makes possible recommendations for improvement.
- 4(f) The teacher analyzes language demands for instruction.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Performance

- 5(b) The teacher develops active and interactive activities that promote proficiency in the four domains of language.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
- 6(b) The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.
- 6(c) The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.
- 6(d) The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.

- 6(e) The teacher understands appropriate accommodations for language learners being tested in the content areas.
- 6(f) The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

- 6(g) The teacher demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.
- 6(h) The teacher demonstrates the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
- 6(i) The teacher demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.
- 6(j) The teacher demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

- 7(b) The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
- 8(b) The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

- 8(c) The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.
- 8(d) The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands the importance of staying current on research related to language learning.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.
- 10(b) The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.

Performance

- 10(c) The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.
- 10(d) The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.
- 10(E) The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

Bilingual Education Program – An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy – The ability to read and write in two languages

English as a Second Language (ESL) – The teaching/studying of English by nonnative English speakers-ESL is an educational approach in which English language learners are instructed in the use of English as an additional language. ESL refers to an additive language to either bilingual or multilingual speakers of other languages.

First Language – A person's native language and/or language spoken most fluently - also known as: L1, primary language, home language, native language, heritage language

Second Language – Any language that one speaks other than one's first language - also known as L2, target language, additive language

IDAHO STANDARDS FOR BILINGUAL EDUCATION TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, bilingual education teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The bilingual education teacher understands the stages of development for learners of two languages and the impacts on their language and development.

Performance

- 1(b) The bilingual education teacher uses evidence-based strategies and approaches that promote bilingualism and biliteracy for language development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The bilingual education teacher has communicative competence and academic language proficiency in the first language and in the second language.
- 4(b) The bilingual education teacher understands the linguistic features of both the first language and the second language.
- 4(c) The bilingual education teacher has knowledge of the cultures of the first language and the second language.
- 4(d) The bilingual education teacher understands the methodology of teaching biliteracy.

Performance

- 4(e) The bilingual education teacher demonstrates proficiency in key linguistic structures and the ability to expose students to the linguistic features of the first and second language, such as various registers, dialects, and idioms.
- 4(f) The bilingual education teacher demonstrates the ability to address the cultures of the first and the second language in an instructional cycle.
- 4(g) The bilingual education teacher demonstrates the ability to plan literacy instruction for students in a bilingual program.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The bilingual education teacher understands how to measure students' level of proficiency in the first language and in the second language.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, English as a Second Language (ESL) teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English as a Second Language Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The ESL teacher understands linguistic features of the English language.

Performance

- 4(b) The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The early childhood educator knows that family systems are inextricably tied to child development.
- 1(b) The early childhood educator understands the typical and atypical development from conception to age eight (8) ~~of infants’ and children’s attachments and relationships with primary caregivers.~~
- 1(c) The early childhood educator understands how learning occurs and that children’s development influences learning and instructional decisions.
- ~~1(d) The early childhood educator understands pre , peri , and postnatal development and factors, such as biological and environment conditions that affect children’s development and learning.~~

~~1(e)~~1(d) The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

~~1(f)~~1(e) The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

~~1(g)~~1(f) The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

~~1(h)~~1(g) 1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

~~1(i)~~1(h) 2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

~~1(j)~~1(i) 3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

~~2(b)~~ The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

~~2(c)~~2(b) The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

~~2(d)~~2(c) The early childhood educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support, service delivery).

~~2(e)~~2(d) The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Performance

~~2(f)~~2(e) The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

~~2(g)~~2(f) The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

~~3(a)~~ The early childhood educator understands the importance and use of routines as a teaching strategy.

~~3(b)~~3(a) The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

~~3(c)~~3(b) The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

~~3(d)~~3(c) The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

~~3(e)~~3(d) The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

~~3(f)~~3(e) The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

~~3(g)~~ The early childhood educator understands that the child's primary teacher is the parent.

~~3(h)~~ The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Performance

~~3(i)~~ The early childhood educator promotes opportunities for all children in natural and inclusive settings.

~~3(j)~~3(f) The early childhood educator embeds learning objectives within everyday routines and activities in natural and inclusive settings.

- ~~3(k)~~3(g) The early childhood educator creates an accessible learning environment, including the use of assistive technology.
- ~~3(l)~~ The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
- ~~3(m)~~3(h) The early childhood educator creates a positive, predictable, and safe an environment that encourages social emotional development, self-advocacy and increased independence.
- ~~3(n)~~ The early childhood educator plans and implements intervention consistent with the needs of children.
- ~~3(o)~~ The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.
- ~~3(p)~~3(i) ~~In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments~~The early childhood educator designs environments to support inquiry and exploration.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- ~~4(a)~~ The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).
- ~~4(b)~~4(a) The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices ~~as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.~~
- ~~4(c)~~4(b) The early childhood educator ~~understands the process of self-regulation that assists children to identify and cope with emotions~~ aligns curriculum with Idaho's Early Learning eGuidelines and individual children's needs, along with the Idaho Content Standards and other early learning standards. The early learning childhood educator also understands and is current in academic domains, including English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, physical education and other disciplines applicable to their certification.
- ~~4(d)~~4(c) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

- ~~4(e)~~4(d) The early childhood educator understands the elements of play and how play assists children in learning. The early childhood educator understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- ~~4(f)~~4(e) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.
- ~~4(g)~~4(f) The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, ~~and~~ effective conflict resolutions, and develop self-regulation skills.
- ~~4(h)~~4(g) The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).
- ~~4(i)~~ The early childhood educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.
- ~~4(j)~~ The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Performance

- ~~4(k)~~4(h) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.
- ~~4(l)~~ The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.
- ~~4(m)~~4(i) The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3. The early childhood educator applies developmentally appropriate practices and uses a variety of strategies and supports to individualize meaningful and challenging learning experiences for children with diverse needs across domains of development and content areas of learning.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- ~~5(a)~~ The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

- ~~5(b) The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.~~
- ~~5(c) The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.~~
- ~~5(d) The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g., impulse control, problem solving, exploration).~~
- ~~5(e) The early childhood educator knows the importance of facilitating emergent literacy and numeracy.~~
- 5(a) The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.
- ~~5(f)~~5(b) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement) and how to weave those themes into meaningful learning experiences.

Performance

- ~~5(g) The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g., routines, materials and equipment, schedules, building relationships, assistive technology).~~
- ~~5(h) The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.~~
- ~~5(i)~~5(c) The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.
- ~~5(j) The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g., impulse control, problem solving, exploration).~~

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- ~~6(a) The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.~~
- ~~6(b)~~6(a) The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and

periodic observations and record keeping of children's everyday activities and performance.

~~6(c)~~6(b) The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

~~6(d)~~6(c) The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

~~6(e)~~6(d) The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

~~6(f)~~6(e) The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

~~6(g)~~6(f) The early childhood educator collaborates with families and professionals involved in the assessment process of children.

~~6(h)~~6(g) The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

6(h) The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced, teacher-created assessment, functional assessments).

6(i) The early childhood educator regularly monitors the progress of birth to age 8 children and makes instructional adjustments based on assessment data.

6(i) The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

6(k) The early childhood educator conducts functional behavior assessments to understand behavior in the context within which it occurs.

~~6(j)~~6(l) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The early childhood educator ~~understands theory and research that reflect~~ designs instruction that reflects currently recommended professional practice ~~for engaging~~

- ~~with families and children~~ and provides opportunities for children (from birth through age 2, ages 3-5, and grades K-3) and families to learn through inquiry and exploration.
- ~~7(b) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.~~

Performance

- ~~7(c)~~ 7(b) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.
- 7(c) The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-~~oriented~~ centered services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).
- 7(d) The early childhood educator uses functional behavior assessment to develop a comprehensive, function-based behavior support plan that includes strategies for prevention and replacement of challenging behavior.
- 7(e) The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).
- ~~7(f) The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.~~
- ~~7(g) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.~~

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).
- 8(b) The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Performance

- 8(c) The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).
- 8(d) The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The early childhood educator understands the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation and the Council for Exceptional Children/Division for Early Childhood (CEC/DEC) Initial Preparation Standards.
- 9(b) The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

~~9(c) The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g., digital citizenship and ethical practice).~~

Performance

~~9(d)~~ 9(c) The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

~~9(e) The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g., digital citizenship and ethical practice).~~

9(d) The early childhood educator creates a manageable system to maintain all program and legal records for children.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- ~~10(a)~~ The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC).
- ~~10(b)~~ 10(a) The early childhood educator knows family systems ~~theory~~ and its application to the dynamics, roles, and relationships within families and communities.
- ~~10(c)~~ 10(b) The early childhood educator knows community, state, and national resources available for children and their families.
- ~~10(d)~~ 10(c) The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.
- ~~10(e)~~ 10(d) The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).
- ~~10(f)~~ 10(e) The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.
- ~~10(g)~~ 10(f) The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Performance

- ~~10(h)~~ 10(g) The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.
- ~~10(i)~~ 10(h) The early childhood educator identifies and accesses community, state, and national resources for children and families.
- ~~10(j)~~ 10(i) The early childhood educator advocates for children and their families.
- ~~10(k)~~ ~~The early childhood educator creates a manageable system to maintain all program and legal records for children.~~
- ~~10(l)~~ 10(j) The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.
- 10(k) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.
- ~~10(m)~~ 10(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

IDAHO FOUNDATION STANDARDS FOR CAREER-TECHNICAL TEACHERS

In addition to the standards listed here, career-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for career-technical teachers. Additionally, all teacher candidates are expected to meet the requirements defined in IDAPA (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

- 3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area.
- 4(b) The teacher understands industry trends and labor market needs.
- 4(c) The teacher understands organizational and leadership structures in the workplace.
- 4(d) The teacher understands the philosophical principles and the practices of career-technical education.
- 4(e) The teacher understands the importance of intra-curricular student leadership development in career-technical program areas.

Performance

- 4(f) The teacher demonstrates specific occupational skills necessary for employment.
- 4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.
- 4(h) The teacher incorporates and promotes leadership skills in state-approved Career-Technical Student Organizations (CTSO).
- 4(i) The teacher assesses the occupational needs of the community.
- 4(j) The teacher facilitates experiences designed to develop skills for successful employment.
- 4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness.
- 6(b) The teacher understands the importance of conducting a follow-up survey of graduates.
- 6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.
- 6(d) The teacher understands how to assess student learning in applicable laboratory settings.

Performance

- 6(e) The teacher analyzes data about a student's progress, including assessments, to evaluate workplace readiness.
- 6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.
- 6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands state-approved career-technical secondary-to-postsecondary standards and competencies, and how these are organized in the curriculum.
- 7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum.
- 7(c) The teacher knows how to identify community and industry expectations and access resources.

Performance

- 7(d) The teacher designs instruction to meet state-approved career-technical secondary-to-postsecondary curricula and industry standards.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands how to provide students with realistic occupational and/or work experiences.
- 8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety.
- 8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies.
- 8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.

Performance

- 8(e) The teacher models ethical workplace practices.
- 8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
- 8(g) The teacher integrates academic skills into each occupational area.
- 8(h) The teacher uses simulated and/or authentic occupational applications of course content.
- 8(i) The teacher uses experts from business, industry, and government as appropriate for the content area.
- 8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.
- 9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.
- 9(c) The teacher understands current state and federal guidelines and regulations related to career-technical education requirements.

Performance

- 9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.
- 9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands the role technical advisory committees play in continuous program improvement.

- 10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills.
- 10(c) The teacher understands the importance of professional organizations within the content and occupational areas.
- 10(d) The teacher understands career-technical education advanced opportunities.
- 10(e) The teacher understands the local, state, and national opportunities of state-approved career-technical student organizations (CTSO).

Performance

- 10(f) The teacher participates with technical advisory committees for program development and improvement.
- 10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning.
- 10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Knowledge

- 11(a) The teacher understands how to safely handle and dispose of waste materials.
- 11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.
- 11(c) The teacher understands safety contracts and operation procedures.
- 11(d) The teacher understands legal safety issues related to the program area.
- 11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.
- 11(f) The teacher understands time and organizational skills in laboratory management.
- 11(g) The teacher is aware of safety regulations at school and work sites.

Performance

- 11(h) The teacher ensures that facilities, materials, and equipment are safe to use.
- 11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
- 11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments.
- 11(k) The teacher models and reinforces effective work and safety habits.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Knowledge

- 12(a) The teacher understands workplace employability skills and related issues.
- 12(b) The teacher understands the issues of balancing work and personal responsibilities.
- 12(c) The teacher understands how to promote career awareness.

Performance

- 12(d) The teacher designs instruction that addresses employability skills and related workplace issues.
- 12(e) The teacher discusses how to balance demands between work and personal responsibilities.
- 12(f) The teacher provides opportunities for career awareness and exploration.

IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
- 4(b) The teacher knows about production agriculture.
- 4(c) The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

- 4(d) The teacher understands and has experience in one or more of the following specialized occupational areas:
- Agricultural production and marketing
 - Agricultural equipment and supplies
 - Agriculture product processing
 - Ornamental horticulture and turf grass management (e.g., floriculture, greenhouse management)
 - Agricultural business planning and analysis
 - Natural resource management
 - Environmental science
 - Forestry
 - Small animal production and care
- 4(e) The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.
- 4(f) The teacher understands how to organize and implement Supervised Agricultural Experience (SAE) programs including but not limited to working with parents, students, adults, and employers.
- 4(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

Performance

- 4(h) The teacher applies natural and physical science principles to practical solutions.
- 4(i) The teacher discusses production agriculture.
- 4(j) The teacher discusses and demonstrates content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.
- 4(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.
- 4(l) The teacher organizes and implements SAE programs including but not limited to working with parents, students, adults and employers.
- 4(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

- 6(a) The teacher can develop and utilize performance-based assessments to evaluate student projects.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands the integrated programmatic approach of incorporating classroom and laboratory, FFA, and SAE.

Performance

- 7(b) The teacher actively incorporates components of FFA and SAE into instruction.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands that experiential learning theory is the foundation for classroom/laboratory instruction, SAE, and FFA leadership development.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands the role of industry experts in agricultural education settings for the purpose of formal training.
- 10(b) The teacher understands the role of adult volunteers in secondary agricultural education and FFA programs.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR BUSINESS TECHNOLOGY TEACHERS

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher possesses a foundational level of knowledge about a broad range of business and business technology subjects, which support current state-approved standards.

- 4(b) The teacher understands how to advise, oversee and facilitate a Business Professionals of America (BPA) chapter and how it relates to the Idaho and National BPA organizations.

Performance

- 4(c) The teacher integrates BPA through intra-curricular approaches in the business program of study.
- 4(d) The teacher integrates academic concepts into business and business technology content areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
- 4(b) The teacher knows of community agencies and organizations that provide assistance to individuals and families.
- 4(c) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

- 4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
- 4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.
- 4(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.
- 4(g) The teacher understands the design, selection, and care of textiles and apparel products.
- 4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.
- 4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
- 4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.
- 4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
- 4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
- 4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.
- 4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

Performance

- 4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
- 4(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
- 4(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
- 4(r) The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

- 4(s) The teacher demonstrates the design, selection, and care of textiles and apparel products.
- 4(t) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
- 4(u) The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
- 4(v) The teacher integrates resource conservation and environmental issues in relation to family and community health.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

- 6(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how to apply family and consumer sciences national standards and other resources when planning instruction.
- 7(b) The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR MARKETING TECHNOLOGY TEACHERS

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher possesses a foundational level of knowledge about a broad range of marketing and marketing technology subjects, which support current state-approved teacher endorsement standards.
- 4(b) The teacher understands how to advise, oversee, and facilitate a DECA chapter and how it relates to the Idaho and National DECA organizations.

Performance

- 4(c) The teacher embeds DECA activities and curriculum through an intra-curricular approach within the marketing program of study.
- 4(d) The teacher integrates academic concepts into marketing and marketing technology content areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher has a basic understanding of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.
- 4(b) The teacher understands the operation and features of computer-aided design and automated manufacturing systems.
- 4(c) The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.
- 4(d) The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

- 4(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.
- 4(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

- 4(g) The teacher demonstrates the skills that support the fields of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.
- 4(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, and other related technology applications.
- 4(i) The teacher demonstrates architectural and mechanical drafting skills.
- 4(j) The teacher demonstrates the various phases of an engineering design process.
- 4(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands how values and ethics affect communication.
- 4(b) The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
- 4(c) The teacher knows the components and processes of communication.
- 4(d) The teacher understands the interactive roles of perceptions and meaning.

- 4(e) The teacher understands how symbolism and language affect communication.
- 4(f) The teacher understands the role of organization in presenting concepts, ideas, and arguments.
- 4(g) The teacher knows methods and steps of problem solving in communication arts.
- 4(h) The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Performance

- 4(i) The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).
- 4(j) The teacher provides instruction and practice in conducting and applying research.
- 4(k) The teacher creates lessons that stress the importance of audience analysis and adaptation.
- 4(l) The teacher presents communication as a process consisting of integral components.
- 4(m) The teacher explains various methods of organization and their effects on the communication process.
- 4(n) The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands contemporary legal standards relating to communication and media.

Performance

- 9(b) The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR JOURNALISM TEACHERS

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).
- 4(b) The teacher understands the elements of design and layout.
- 4(c) The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).
- 4(d) The teacher understands the purposes, types, and rules of headline and caption writing.
- 4(e) The teacher possesses knowledge of interviewing skills.

- 4(f) The teacher knows how to organize and equip a production area.
- 4(g) The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).
- 4(h) The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).
- 4(i) The teacher understands advertising and finance.
- 4(j) The teacher knows the fundamentals of editing.
- 4(k) The teacher understands processes of effective critiquing.
- 4(l) The teacher understands journalistic and scholastic press law and ethics.
- 4(m) The teacher understands the role of journalism in democracy.

Performance

- 4(n) The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.
- 4(o) The teacher student application of design and layout techniques.
- 4(p) The teacher integrates the purposes and elements of photojournalism into the production process.
- 4(q) The teacher instructs students in the purposes, types, and rules of headline and caption writing.
- 4(r) The teacher provides opportunities for students to practice and use interviewing skills.
- 4(s) The teacher teaches editing skills and provides opportunities for student practice.
- 4(t) The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the models of interpersonal communication.
- 4(b) The teacher knows the processes and types of active listening.
- 4(c) The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
- 4(d) The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).
- 4(e) The teacher understands rhetorical theories and practices.

- 4(f) The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).
- 4(g) The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
- 4(h) The teacher understands the necessity of adapting public speaking styles and skills to various media.
- 4(i) The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
- 4(j) The teacher knows the theories and practices of argumentation.
- 4(k) The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).
- 4(l) The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).
- 4(m) The teacher knows how to identify and minimize communication anxiety.

Performance

- 4(n) The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).
- 4(o) The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
- 4(p) The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
- 4(q) The teacher provides instruction integrating digital media and visual displays to enhance presentations.
- 4(r) The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).
- 4(s) The teacher provides opportunities for students to participate in debate and speaking events.
- 4(t) The teacher explains various methods of organization and their effects on the communication process.
- 4(u) The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands digital citizenship.

Performance

- 1(b) The teacher promotes and models digital citizenship.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and promote digital citizenship.

Performance

- 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
- 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands data representation and abstraction.
- 4(b) The teacher understands how to effectively design, develop, and test algorithms.
- 4(c) The teacher understands the software development process.
- 4(d) The teacher understands digital devices, systems, and networks.
- 4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.
- 4(f) The teacher understands the role computer science plays and its impact in the modern world.
- 4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.
- 4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

Performance

- 4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
- Effectively uses primitive data types.
 - Demonstrates an understanding of static and dynamic data structures.
 - Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
 - Effectively uses modeling and simulation to solve real-world problems
- 4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:

- Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
 - Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
 - Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
 - Effectively uses two or more development environments.
 - Demonstrates knowledge of varied software development models and project management strategies.
 - Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.
- 4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
- Demonstrates an understanding of data representation at the machine level.
 - Demonstrates an understanding of machine level components and related issues of complexity.
 - Demonstrates an understanding of operating systems and networking in a structured computing system.
 - Demonstrates an understanding of the operation of computer networks and mobile computing devices.
- 4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:
- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
 - Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
- 4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Performance

- 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

- 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
- 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
- 7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

- 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
- 8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

- 9(a) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how young children’s and early adolescents’ literacy and language development influence learning and instructional decisions across content areas.
- 1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Performance

- 2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Performance

- 3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
- 3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.
- 3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- 4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.
- 4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).
- 4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

- 4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.
- 4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
- 4(g) The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
- 4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
- 4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Performance

- 4(k) The teacher models appropriate and accurate use of written and spoken language.
- 4(l) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.
- 4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

- 7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

- 8(a) The teacher engages all learners in developing higher order thinking skills.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

IDAHO STANDARDS FOR ENGINEERING TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance

- 1(b) The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the principles and concepts of engineering design.

- 4(b) The teacher understands the role of mathematics in engineering design and analysis.
- 4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.
- 4(d) The teacher understands the ethical issues and practices of the engineering profession.
- 4(e) The teacher understands the importance of team dynamics and project management in engineering projects.
- 4(f) The teacher understands how to embed Technology Student Association (TSA) activities through intra-curricular approaches in the engineering program of study.
- 4(g) The teacher understands the differences in engineering career pathways and opportunities.

Performance

- 4(h) The teacher applies the principles and concepts of engineering design in the solution of an
- 4(i) engineering design problem.
- 4(j) The teacher can demonstrate the effects engineering has on the society, the environment and
- 4(k) the global community.
- 4(l) The teacher is able to work in a learning community/project team.
- 4(m) The teacher facilitates students working in teams to solve engineering design problems.
- 4(n) The teacher facilitates student understanding of engineering career pathways and opportunities.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher knows the symbols, terminology, and notations specific to engineering.
- 5(b) The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance

- 5(c) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.
- 5(d) The teacher uses the symbols, terminology, and notations specific to engineering.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

Performance

- 6(b) The teacher uses multiple assessment strategies to measure students' ability to apply an engineering design process to address an engineering design problem.
- 6(c) The teacher appropriately uses assessment strategies to measure students' ability to use notation, terminology, and symbols in oral and written communication.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands how to incorporate design into instructional practice strategies.

Performance

- 8(b) The teacher uses a variety of instructional tools and resources for teaching engineering design.
- 8(c) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher is knowledgeable about the different career opportunities for engineering.
- 9(b) The teacher is familiar with professional engineering organizations and resources available through them.

Performance

- 9(c) The teacher stays abreast of professional engineering literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
- 9(d) The teacher engages in professional discourse about subject matter knowledge and pedagogy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher is aware of community issues and needs for design opportunities.

Performance

- 10(b) The teacher is able to adapt lessons to address community needs using the engineering design process.

GLOSSARY OF TERMS

Engineering – The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind – Preparation would be a bachelor's degree

Engineering Design Process – A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

Engineering Technology – The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer – Preparation would be an associate's degree or bachelor's degree in engineering technology

Technology – Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, and clinical experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.
- 1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

Performance

- 1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

- 2(a) The teacher designs and/or implements instruction that incorporates students’ linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how to use students' individual differences, data for literacy learning, identities, and funds of knowledge to create inclusive learning environments that help students participate actively in their own learning in English language arts (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles).

Performance

- 3(b) The teacher collaborates with colleagues to create literacy-rich interdisciplinary learning environments to help students participate actively in their own learning in English language arts.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher is knowledgeable about texts (print and non-print, digital, classic, contemporary, and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
- 4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive)
- 4(c) The teacher understands the evolution and impact of language on society.
- 4(d) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(e) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(f) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

Performance

- 4(g) The teacher uses literary theories to interpret and critique a range of texts.
- 4(h) The teacher demonstrates command of the conventions of standard English (e.g., grammar, usage, and mechanics).

- 4(i) The teacher models various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(j) The teacher models the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(k) The teacher designs instruction using strategies for acquiring academic and content-specific vocabulary.
- 4(l) The teacher models how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

Performance

- 5(b) The teacher designs and/or implements instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 5(c) The teacher designs and/or implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 5(d) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students can become independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(e) The teacher designs and/or implements instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

- 6(a) The teacher uses data to differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).

- 6(b) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) The teacher designs or knowledgeably selects a range of assessments for students that promote development as writers, are appropriate to the writing task, and are consistent with current research and theory.
- 6(d) The teacher responds to students' writing throughout the writing processes in ways that engage ideas and encourage their growth as writers over time.
- 6(e) The teacher communicates with students about their performance in ways that actively involve students in their own learning.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

- 7(a) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) The teacher plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading, and that utilize individual and collaborative approaches and a variety of reading strategies.
- 7(c) The teacher uses knowledge of theory, research, and practice to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- 7(d) The teacher uses a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

- 9(a) The teacher models literate and ethical practices in English language arts teaching, engages in a variety of experiences related to English language arts, and reflects on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf ~~and~~ /Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. ~~and Individual Learning Differences~~—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. ~~exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.~~

Knowledge

- 1(a) The teacher understands how language, culture, health, and family background influence the learning of individuals with exceptionalities.
- 1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1(c) The teacher understands how exceptionalities can interact with development and learning.

Performance

- 1(d) The teacher ~~modifies~~ adapts developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
- 1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. ~~Environments—The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.~~

Knowledge

- 2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
- ~~2(b) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.~~
- ~~2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.~~
- 2(b) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).
- 2(c) The teacher understands the educational implications of characteristics of various exceptionalities.
- 2(d) The teacher understands the effect of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

Performance

- ~~2(e)2(a) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.~~
- 2(f)2(e) The teacher ~~modifies~~ adapts learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environments, and provides for the maintenance and generalization of acquired skills across environments and subjects.

~~2(g)2(a) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.~~

~~2(h)~~2(f) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation. Curricular Content Knowledge—The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

3(a) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

~~3(a)~~3(b) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. ~~the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities~~

~~3(b)3(a) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.~~

~~3(c)3(a) The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.~~

Performance

3(a) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

3(b) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

~~3(a) The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.~~

~~3(b)3(a) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning accommodations, and/or modifications.~~

~~3(c)3(a) The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.~~

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
~~Assessment The teacher uses multiple methods of assessment and data sources in making educational decisions~~

Knowledge

4(a) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

4(b) The teacher knows how to **accommodate and/or** modify general and specialized curricula to make them accessible to individuals with exceptionalities.

~~4(a) The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.~~

~~4(b)4(a) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.~~

~~4(c)4(a) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.~~

~~4(d)4(a) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.~~

~~4(e)4(a) The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.~~

~~4(f)4(a) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).~~

~~4(g)4(a) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals~~

~~with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.~~

Performance

~~4(c) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.~~

~~4(d) The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence life skills curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.~~

~~4(h)4(a) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.~~

~~4(i)4(a) The teacher gathers background information regarding academic, medical, and social history.~~

~~4(j)4(a) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.~~

~~4(k)4(a) The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.~~

~~4(l)4(a) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.~~

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
~~**Instructional Planning and Strategies—The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.**~~

Knowledge

~~5(a) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.~~

~~5(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.~~

~~5(b)5(a) The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.~~

~~5(c)5(a) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.~~

~~5(d)5(a) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.~~

- ~~5(a) The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.~~
- ~~5(b)5(a) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.~~
- ~~5(c)5(a) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.~~
- ~~5(d)5(a) The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.~~
- 5(e) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance

- 5(a) The teacher identifies and prioritizes areas of the general education curriculum and accommodations and/or modifications for individuals with exceptionalities.
- 5(b) The teacher integrates social-emotional, behavioral, and life skills with academic curricula.
- ~~5(f)5(a) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.~~
- ~~5(g)5(a) The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.~~
- ~~5(h)5(a) The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.~~
- ~~5(i)5(a) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.~~
- ~~5(j)5(a) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.~~
- ~~5(k)5(a) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.~~

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Professional Learning and Ethical Practices — The teacher uses

~~foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.~~

Knowledge

- 6(a) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 6(b) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 6(c) The teacher understands assessment information to identify supports, adaptations, and/or modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
- 6(d) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
- 6(e) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.
- ~~6(a) The teacher understands how foundational knowledge and current issues influence professional practice.~~
- ~~6(b)6(a) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.~~
- ~~6(c) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.~~
- ~~6(d)6(a) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.~~
- ~~6(e)6(a) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.~~

Performance

- 6(f) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
- 6(g) The teacher gathers background information regarding academic, medical, and social history.

- 6(h) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
- 6(i) The teacher integrates the results of assessments to **determine eligibility and to develop a variety of individualized plans, including family service plans, transition plans, and behavior intervention change plans, etc.**
- 6(j) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.
- ~~6(f) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.~~
- ~~6(g) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.~~
- ~~6(h) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.~~
- ~~6(i)6(a) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.~~

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context
~~*Collaboration — The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.*~~

Knowledge

- 7(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- 7(b) The teacher understands technologies used to support instructional assessment, planning, **and delivery, and the evaluation of instruction** for individuals with exceptionalities.
- 7(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 7(d) The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

~~7(e) The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.~~

~~7(a) The teacher understands the theory and elements of effective collaboration.~~

~~7(b) The teacher understands how to serve as a collaborative resource to colleagues.~~

~~7(c) The teacher understands how to use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.~~

~~7(d)7(a) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.~~

~~7(e)7(a) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.~~

~~7(f)7(a) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.~~

Performance

~~7(f) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.~~

~~7(g) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.~~

~~7(g)7(a) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.~~

~~7(h)7(a) The teacher collaborates with related service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.~~

~~The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.~~

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

~~8(a) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.~~

8(b) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

8(c) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Performance

8(d) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

8(e) The teacher ~~emphasizes~~ **develops** explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

8(f) The teacher ~~matches their~~ **aligns** communication methods to an individual's language proficiency and cultural and linguistic differences.

8(g) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

8(h) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands how foundational knowledge and current issues influence professional practice.

9(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

9(c) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

9(d) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

9(e) The teacher understands Ethical Principles and Professional Practice Standards for Special Educators to guide their practice.

Performance

9(f) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

9(g) The teacher models high expectations and ethical practice, and creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

10(b) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

10(c) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

10(d) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

10(e) The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

10(f) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

10(g) The teacher maintains confidential communication about individuals with exceptionalities.

IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands the need for students to ~~establish body awareness, communication, self-esteem, and social skills, as described in the American Foundation for the Blind~~ demonstrate skills within the Expanded Core Curriculum ~~(Expanded Core Curriculum)~~ (compensatory or functional academic skills, academic skills, including communication modes; orientation and mobility; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; sensory efficiency skills; and self-determination).
- 1(b) The teacher knows the effects of a visual impairment on the student’s family or guardians, and the reciprocal impact on the student’s self-esteem.
- 1(c) The teacher understands the ~~variations in functional capabilities and the~~ diverse implications ~~that of~~ various eye diseases ~~have on growth and development~~ including the effect of medication and treatments.

~~1(c)~~1(d) The teacher understands typical and atypical development as it applies to students with visual impairments, including those with additional disabilities.

Performance

~~1(d)~~1(e) The teacher provides students with a means to independently access materials readily available to the sighted world.

~~1(e)~~1(f) The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.

~~1(f)~~1(g) The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.

~~1(g)~~1(h) The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher knows the impact of visual disorders on learning, experience, and concept development in PreK-12 grades.

2(b) The teacher ~~knows methods for the development of special auditory, tactual,~~ is aware of a variety of assistive technology options needed for auditory, tactual, and modified visual communication skills ~~for students with visual impairments, including those with additional disabilities (e.g., For example: assistive technology specific for the auditory and tactual learner, such as screen readers, refreshable braille display, pre-braille skills, braille reading and writing; magnification options;~~ tactile graphics).

2(c) The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.

2(d) The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

2(e) The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.

2(f) The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.

Performance

2(g) The teacher teaches, writes, and reads ~~literary braille~~ Unified English Braille (UEB) and Nemeth (math and science), as well as music and computer braille codes.

- 2(h) The teacher secures specialized materials and equipment and provides training, as needed.
- 2(i) The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.
- 2(j) The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.
- 3(b) The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement and self-determination.
- 3(c) The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (~~e.g.,~~ such as itinerant, residential, ~~transdisciplinary teaming~~ and other programs P-12).

Performance

- 3(d) The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.
- 3(e) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.
- 3(f) The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.

- 4(b) The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

- 4(c) The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).
- 4(d) The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.
- 4(e) The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.
- 4(f) The teacher knows the effects of medications on the visual system.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.
- 5(b) The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.
- 5(c) The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.

Performance

- 5(d) The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.
- 5(e) The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.

- 5(f) The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments, including those with additional disabilities.
- 5(g) The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.
- 6(b) The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

Performance

- 6(c) The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance from P-12.
- 6(d) The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of all ages of students with visual impairments.
- 7(b) The teacher knows and understands resources available for individuals with visual impairments, including deaf-blindness and those with additional disabilities (e.g., APH materials, textbooks, agencies).
- 7(c) The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

Performance

- 7(d) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.
- 7(e) The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.
- 7(f) The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments, including those with additional disabilities.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.
- 8(b) The teacher knows how to assist the student in related Expanded Core Curriculum skills, ~~including developing visual, auditory, and tactile efficiency as well as basic orientation and mobility skills~~ in order to provide access to the content areas.
- 8(c) The teacher knows how to assist the student in developing alternative organizational and study skills.
- 8(d) The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.
- ~~8(e) The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with blindness, visual impairments, and co-occurring impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).~~
- ~~8(f)~~ 8(e) The teacher knows strategies and resources for developing transition plans ~~and career awareness~~ that support the student's ability to function as independently as possible in the community.

Performance

- ~~8(g)~~ 8(f) The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.
- ~~8(h)~~ 8(g) The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

~~8(i)~~8(h) The teacher integrates knowledge of the visual impairment, including additional and co-occurring disabilities, with child development when designing and implementing cognitive, communication, and social skills instruction.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development).
- 9(b) The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments, including those with additional disabilities.
- 9(c) The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.

Performance

- 9(d) The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.
- 9(e) The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.
- 9(f) The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.

- 10(b) The teacher knows the roles of paraprofessionals (e.g., sighted readers, transcribers, aides) who work directly with students who have visual impairments, including those with additional disabilities, ~~(e.g., sighted readers, transcribers, aides) or who provide special materials to them.~~
- 10(c) The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.
- 10(d) The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

Performance

- 10(e) The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.
- 10(f) The teacher ~~clarifies the roles of~~ guides and supports the paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities, ~~(e.g., readers, transcribers, aides) or who provide special materials to those students.~~
- 10(g) The teacher complies with FERPA.

Standard 11: *The teacher knows how to read and produce contracted and uncontracted ~~Literary Braille~~ Unified English Braille (UEB) and Nemeth Codes.*

Knowledge

- 11(a) The teacher ~~knows and understands~~ skills and rules for reading and producing ~~Literary Braille (uncontracted and contracted)~~ UEB and Nemeth Codes, including formatting.
- ~~11(b) The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.~~

Performance

- ~~11(c)~~ 11(b) The teacher applies skills for reading and producing ~~Literary Braille~~ UEB (uncontracted and contracted) and Nemeth Codes with a braille writer ~~and~~ slate and stylus, and electronic production.
- ~~11(d)~~ 11(c) The teacher applies the rules of the ~~Literary Braille~~ UEB and Nemeth Codes when producing and adapting student work.
- ~~11(e)~~ 11(d) The teacher uses resources to obtain ~~age-appropriate~~ braille materials such as American Printing House (e.g., APH) materials, parent resources, and braille production centers).

IDAHO STANDARDS FOR TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Standards for Teachers of the deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.
- 1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
- 1(c) The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

Performance

- 1(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.
- 1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.
- 1(f) The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

Standard #2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Knowledge

- 2(a) The teacher understands how hearing status and limitations of access to language may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.
- 2(b) The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.
- 2(c) The teacher understands the need for written and/or spoken English language learning for students whose native language is American Sign Language (ASL).
- 2(d) The teacher understands the need for differentiated instruction for language learning for emergent language users.
- 2(e) ~~The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following~~ knows that all of the following are critical influencing factors which need to be considered when setting up programs and services for deaf/hard of hearing students: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for ~~using~~ improving auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.
- ~~2(e)~~ 2(f) The teacher knows a variety of evidence-based strategies and resources for parent education related to early intervention (birth to age 5).

Performance

- 2(g) The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and ~~implanting~~ implementing differentiated instruction and peer interactions and communication.
- ~~2(f)~~ 2(h) The teacher provides appropriate instruction to students on the effective use of assistive technology and/or interpreting services to support effective access to instructional concepts.

Standard #3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Knowledge

- 3(a) The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.
- 3(b) The teacher understands that Deaf cultural factors, communication, and family influences impact ~~classroom management of~~ students' ability to interact with peers and staff across educational environments, including non-academic educational spaces (e.g. playground, lunchroom, hallways, busses).
- 3(c) The teacher understands how the appropriate roles of and the relationship among the teacher, interpreter, and student foster positive social interaction, active engagement in learning, and self-motivation.
- 3(d) The teacher understands how to prepare students for the appropriate use of interpreters and support personnel.
- 3(e) The teacher understands how to manage assistive technology and communication modalities and the impact on the learning environment.
- ~~3(e)~~3(f) The teacher understands the influence of family communication and culture on all developmental demands.

Performance

- ~~3(d)~~3(g) The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access to support positive social interaction and active engagement in collaborative learning.
- ~~3(e)~~3(h) The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.
- ~~3(f)~~3(i) The teacher ~~prepares students for the appropriate use of interpreters and support personnel~~ provides access to incidental language experiences.

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

- ~~4(a) The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.~~
- ~~4(b) The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.~~
- ~~4(c) The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).~~

- 4(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

Performance

- ~~4(d)~~4(b) The teacher uses the tools, models, and strategies applicable to the instructional content area(s) that are appropriate to the needs of students who are deaf/hard of hearing.
- ~~4(e) The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.~~
- 4(c) The teacher plans and implements transitions across service continuums.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- ~~5(a) The teacher understands the role of the interpreter and the use and maintenance of assistive technology.~~
- ~~5(b) The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).~~

Performance

- ~~5(c) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).~~
- ~~5(d) The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).~~
- ~~5(e) The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.~~

~~5(f) The teacher provides instruction to students on the effective use of appropriate assistive technology.~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher ~~knows specialized terminology used in the~~ understands appropriate functional and standardized assessments ~~of~~ for students who are deaf/hard of hearing.

6(b) The teacher knows the appropriate assessment accommodations for students.

6(c) The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

~~6(c)~~6(d) The teacher understands the limitations of assessment tools specific to individual student characteristics.

Performance

~~6(d)~~6(e) The teacher uses appropriate formal and informal assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

~~6(e)~~6(f) The teacher designs and uses appropriate formative assessment tools.

~~6(f)~~6(g) The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

~~6(g)~~6(h) The teacher uses data from assessments to inform instructional decision making relative to ~~develop present levels of~~ academic achievement and functional performance ~~(PLOP) and IEP goals.~~

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Knowledge

~~7(a)~~ The teacher knows Federal and State special education laws (IDEA).

~~7(b)~~ 7(a) The teacher knows how to ~~develop a meaningful and compliant IEP~~ align unit plans to create meaningful instructional experiences to meet rigorous learning goals.

Performance

~~7(c)~~ 7(b) The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.

7(c) The teacher ~~implements the IEP~~ develops a unit plan to create meaningful instructional experiences to meet rigorous learning goals in compliance with the learner's education plan.

7(d) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g. total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Knowledge

8(a) The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

8(b) The teacher knows how to ~~develop~~ choose and apply instructional strategies that ~~incorporates~~ engages students in critical thinking, problem solving, and performance skills.

Performance

8(c) The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional objectives ~~purposes~~ and the unique needs of students who are deaf/hard of hearing.

8(d) The teacher maintains a learning environment that facilitates the ~~services~~ effective use of the educational interpreter, note taker, and other support personnel, ~~as well as other accommodations.~~

8(e) The teacher ~~enables~~ implements accommodation(s) and uses assistive technology to support students who are deaf/hard of hearing to ~~use support personnel and assistive technology~~ maximize their understanding of content.

8(f) The teacher implements strategies for stimulating and using residual hearing.

8(g) The teacher facilitates independent communication in all contexts.

8(h) The teacher provides inclusion experiences.

~~8(e)~~8(i) The teacher applies first- and second-language teaching strategies to the instruction of the individual.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows The Code of Ethics for Idaho Professional Educators.

9(b) The teacher knows about laws affecting the deaf/hard of hearing community ~~citizens and students~~.

9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.

9(d) The teacher is aware of their ir personal bias(es) related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

9(e) The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.

9(f) The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.

9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static.

9(h) The teacher knows how to use technology to enhance productivity and professionalism.

9(i) The teacher knows federal and state special education laws (IDEA) as well as ADA laws.

~~9(h)~~9(j) The teacher understands the ethical relationship among the teacher, interpreter, and student.

Performance

~~9(i)~~9(k) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

~~9(j)~~9(l) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.

~~9(k)~~9(m) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).

~~9(l)~~9(n) The teacher uses self-reflection as a means of improving instruction.

~~9(m)~~9(o) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

~~9(n)~~9(p) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

~~9(o)~~9(q) The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.

9(r) The teacher uses technology to enhance productivity and professionalism.

9(s) The teacher adapts to effectively interact with students using varying communication modalities appropriate to student need.

9(t) The teacher understands the theories, history, and importance of integrating culturally relevant perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

~~9(p)~~9(u) The teacher demonstrates an increase of proficiency and commitment to maintaining instructional language competence.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students ~~(e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).~~

10(b) The teacher knows of available ~~resources~~ services, organizations, and networks that support individuals who are deaf or hard of hearing.

10(c) The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

10(d) The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

~~10(d)~~10(e) The teacher knows of the memorandum of understanding between the State Department of Education and the Idaho Educational Services for the Deaf and Blind, including the supports provided by the Outreach Program.

Performance

~~10(e)~~10(f) The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) and agencies to meet the communication needs of students who are deaf/hard of hearing.

~~10(f)~~10(g) The teacher ~~accesses and shares information about available resources with family and community~~ provides families with support to make informed choices regarding communication modes, philosophies, and educational options.

IDAHO STANDARDS FOR TEACHERS OF GIFTED AND TALENTED STUDENTS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Idaho Standards for Teachers of Gifted and Talented Students are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Teachers of Gifted and Talented Students incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education (2013).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, high sensitivity, asynchronous development).
- 1(b) The teacher understands the cognitive, linguistic, social, emotional, and physical theories related to individuals with gifts and talents.
- 1(c) The teacher understands the moral and ethical challenges faced by individuals with gifts and talents.
- 1(d) The teacher understands the need for appropriate social and emotional counseling of individuals with gifts and talents.
- 1(e) The teacher understands the common misconceptions, myths and stereotypes about individuals with gifts and talents.
- 1(f) The teacher understands the characteristics and needs of twice-exceptional students.

Performance

- 1(g) The teacher demonstrates knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.
- 1(h) The teacher identifies, evaluates, develops, and implements strategies and resources to address the social and emotional needs of individuals with gifts and talents.
- 1(i) The teacher engages students in learning opportunities that develop moral and ethical dispositions.
- 1(j) The teacher advocates for individuals with gifts and talents and twice-exceptionalities by debunking common misconceptions, myths, and stereotypes associated with giftedness.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

- 2(b) The teacher identifies and provides appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts.
- 2(c) The teacher uses understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands the environmental needs specific to individuals with gifts and talents, especially concerning the development of emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

- 3(b) The teacher collaborates with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions.

- 3(c) The teacher uses communication as well as motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

- 4(a) The teacher organizes knowledge, integrates cross-disciplinary skills, and develops meaningful learning progressions within and across grade levels.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands curriculum models used to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
- 5(b) The teacher understands the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic, leadership, and performing or visual arts areas.

Performance

- 5(c) The teacher implements specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
- 5(d) The teacher implements the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic, leadership and performing or visual arts areas.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands assessments used in identifying students for gifted education programs and services in intellectual and talent areas according to Idaho Code §33-2001 (4).

Performance

- 6(b) The teacher engages individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.
- 6(c) The teacher collaborates with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.
- 6(d) The teacher uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.
- 6(e) The teacher selects and administer assessments used to identify students for gifted education programs and services.
- 6(f) The teacher uses assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
- 6(g) The teacher is able to recognize underrepresented populations in gifted education programs and choose assessments and interpret results in ways that minimize bias.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.
- 7(b) The teacher understands a variety of instructional strategies as supported by research for gifted and talented individuals used to enhance critical and creative thinking, problem-solving, and performance.
- 7(c) The teacher understands curriculum design that includes adaptations to content, process, product, and/or learning environments to differentiate instruction to meet the needs of individuals with gifts and talents.
- 7(d) The teacher understands how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

- 7(e) The teacher uses curriculum design that includes adaptations to content, process, product, and/or learning environments to address the needs of individuals with gifts and talents.
- 7(f) The teacher selects and utilizes a variety of curriculum and instructional strategies, as supported by research, to advance the learning of individuals with gifts and talents.

- 7(g) The teacher collaborates with families and professional colleagues in selecting, adapting, and using research-based strategies to promote challenging learning opportunities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

- 8(b) The teacher uses and adapt a repertoire of research-based curriculum and instructional strategies to advance the learning and affective development of individuals with gifts and talents.
- 8(c) The teacher engages students in the development, practice, and transfer of meaningful experiences. .
- 8(d) The teacher delivers curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

~~9(a)~~9(h) The teacher understands how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

~~9(b)~~9(i) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

Performance

~~9(c)~~9(j) The teacher uses foundational knowledge of the field and their professional ethical principles and program standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands the array of program options and services available for individuals with gifts and talents.
- 10(b) The teacher understands effective implementation of gifted and talented programs.
- 10(c) The teacher understands the State of Idaho components of a district plan for individuals with gifts and talents, as described in IDAPA 08.02.03.171.03.

Performance

- 10(d) The teacher collaborates with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.
- 10(e) The teacher serves as a collaborative resource to colleagues regarding gifted and talented education.
- 10(f) The teacher educates parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.
- 10(g) The teacher uses collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and experiences.
- 10(h) The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
- 10(i) and the teacher collaborates to implement program options and provide services for individuals with gifts and talents.

GLOSSARY OF TERMS

Individuals with Exceptionalities – Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Twice-Exceptional – Students who are twice-exceptional are identified as gifted and talented and are also identified with one or more disability or condition.

IDAHO STANDARDS FOR HEALTH TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society)..

Performance

- 3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
- 3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
- 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
- 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.
- 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.
- 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Performance

- 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Performance

- 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
- 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

- 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how positive evidence based community health values and practices play a role in the planning process.
- 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
- 7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

- 7(e) The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Performance

- 9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Performance

- 10(b) The teacher advocates for a positive school culture toward health and health education.

IDAHO STANDARDS FOR LITERACY TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards across all content areas.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.
- 1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

Performance

- 1(c) The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students’ local, national and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.

- 2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.
- 2(d) The teacher understands the ways in which diversity influences the literacy development of all students.

Performance

- 2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.
- 2(f) The teacher adapts instructional materials and approaches to meet the language-proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.
- 2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands the role of routines in creating and maintaining positive learning environments using traditional print, digital, and online resources.
- 3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning.

Performance

- 3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities.
- 3(d) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.
- 3(e) The teacher collaborates with colleagues to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.
- 3(f) The teacher creates an inclusive literacy-learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.
- 3(g) The teacher facilitates effective student collaboration that provides authentic opportunities for the use of social, academic, and domain specific language.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences

that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.
- 4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.
- 4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.
- 4(d) The teacher understands the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational Text, and Reading Foundational Skills) based on grade level appropriateness and the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Performance

- 4(e) The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.
- 4(f) The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).
- 4(g) The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- 4(h) The teacher analyzes variables of text complexity when selecting classroom materials.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands specific literacy skills required for success in different content areas.

- 5(b) The teacher understands research based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.
- 5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.

Performance

- 5(d) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 5(e) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands the research related to assessments and its uses and misuses.
- 6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- 6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).
- 6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.

Performance

- 6(e) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.
- 6(f) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
- 6(g) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.
- 6(h) The teacher designs a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.

- 6(i) The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

- 7(a) The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- 7(b) The teacher uses knowledge of theory, research, and practice in literacy to plan standards-based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

- 8(a)
- 8(b) The teacher plans and implements research-based instructional strategies to meet unique language-proficiency needs of English learners.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

- 9(a) The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.
- 9(b) The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands local, state, and national policies that affect literacy instruction.

Performance

- 10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.
- 10(c) The teacher collaborates with others to build strong home-to-school and school-to-home literacy connections.

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher knows how to recognize students’ mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
- 1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Performance

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students’ ideas and guide the development of students’ ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.
- 2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Performance

- 2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and inferential) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.
- 4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
- 4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Performance

- 4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
- 4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

- 4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.
- 4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Performance

- 5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher knows how to assess students' mathematical reasoning.

Performance

- 6(b) The teacher assesses students' mathematical reasoning.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
- 7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Performance

- 7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
- 8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Performance

- 8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
- 8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ONLINE TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Online instruction represents a continuum of teaching and learning practices. Some characteristics of blended and online instruction are unique. Online schools, programs, and courses serving K-12 students are structured to support the needs of students and teachers in online environments. The Online Teacher Standards extend the Idaho Core Teacher Standards.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

- 2(a) The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions in the online environment.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The online teacher is familiar with legal mandates including, but not limited to the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility, as they pertain to the online environment.
- 2(b) The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

Performance

- 2(c) The online teacher applies adaptive/assistive technologies to help people who have disabilities gain access to information that might otherwise be inaccessible.

- 2(d) The online teacher demonstrates unique ways to customize or personalize activities.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The online teacher knows how to leverage management strategies to foster student motivation and engagement.
- 3(b) The online teacher understands motivational theories and their application within online environments.
- 3(c) The online teacher knows the importance of synchronous and asynchronous communication.
- 3(d) The online teacher understands the unique aspects of communicating with students and stakeholders in online environments.
- 3(e) The online teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Performance

- 3(f) The online teacher applies best practices to foster student motivation and engagement in online learning environments.
- 3(g) The online teacher provides timely and effective feedback.
- 3(h) The online teacher demonstrates application in addressing technical issues online students may have.
- 3(i) The online teacher is an effective and responsive communicator who demonstrates and models the ability to select and use appropriate forms of communication.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

Performance

- 4(a) The online teacher demonstrates knowledge of digital citizenship, access, equity, and safety concerns in online environments.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The online teacher understands current best practices in online teaching and learning pertinent to subjects taught.

- 5(b) The online teacher understands appropriate uses of technologies to promote student learning and engagement within the content.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The online teacher understands the importance of maintaining accurate records of student performance for instruction and accountability.

Performance

- 6(b) The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques appropriate to the online environment.
- 6(c) The online teacher practices appropriate strategies to ensure security and confidentiality of online student assessments and assessment data.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

- 7(a) The online teacher designs course materials that clearly communicate to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
- 7(b) The online teacher designs and develops subject-specific course materials appropriate to the online environment.
- 7(c) The online teacher uses multiple forms of technologies to design course materials or media.
- 7(d) The online teacher designs course materials to facilitate interaction and discussion.
- 7(e) The online teacher practices legal and ethical media rights and responsibilities.
- 7(f) The online teacher demonstrates use of design principles in the creation of course materials.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The online teacher understands how to adapt instructional strategies for an online environment.

- 8(b) The online teacher understands appropriate functions of Learning Management Systems (LMS) and Content Management Systems (CMS) for student learning.
- 8(c) The online teacher understands the variety of instructional delivery including synchronous and asynchronous modes (e.g., full-time online, blended, face-to-face).

Performance

- 8(d) The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
- 8(e) The online teacher adapts tools, resources, and student-centered instructional strategies to engage students and enhance learning.
- 8(f) The online teacher demonstrates application of technologies for teaching, learning, and communication.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The online teacher understands concepts, biases, debates, and processes of inquiry that are central to the field of online teaching and learning.
- 9(b) The online teacher understands the importance of maintaining accurate records of communication and interaction with students and stakeholders for accountability and management.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a)** The online teacher understands the importance of educating stakeholders and advocating within the community to advance online learning.

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

- 1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

- 2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.
- 3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).
- 3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Performance

- 3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).
- 3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
- 3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.
- 5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- 5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, biomechanics, psychosocial aspects of physical activity).
- 5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Performance*

- 5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.
- 5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).
- 5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.
- 5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.
- 5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

- * Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

Performance

- 6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.
- 7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Performance

- 7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance

- 8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Performance

- 9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.
- 10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance

- 10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

- 11(a) The teacher understands the inherent risks involved in physical activity.
- 11(b) The teacher recognizes safety considerations when planning and providing instruction.
- 11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).
- 11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).
- 11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.
- 11(f) The teacher understands the appropriate steps when responding to safety situations.
- 11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

- 11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.
- 11(i) The teacher informs students of the risks associated with physical activity.
- 11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

- 11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.
- 11(l) The teacher maintains CPR and first aid certification.

GLOSSARY OF TERMS

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one of more components of physical fitness is the objective. “Exercise” and “exercise training” frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity. *

Health-Related Fitness – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual’s personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous-Intensity Physical Activity – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual’s personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

* Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
- 1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Performance

- 1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
- 1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
- 4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
- 4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
- 4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
- 4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Performance

- 4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
- 4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
- 4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Performance

- 5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.
- 8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

- 8(e) The teacher implements Science and Engineering Practices in instructional planning.
- 8(f) The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands the importance of keeping current on research related to how students learn science.

- 9(b) The teacher understands the importance of keeping current on scientific research findings.

Performance

- 9(c) The teacher incorporates current research related to student learning of science into instructional design.
- 9(d) The teacher incorporates current scientific research findings into instructional design.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

- 11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
- 11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.
- 11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

- 11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

- 11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
- 11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

- 12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.
- 12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

Performance

- 12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
- 12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

IDAHO STANDARDS FOR BIOLOGY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.
- 4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

- 4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.
- 4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Performance

- 4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.
- 4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.
- 4(b) The teacher understands fundamental structures of atoms and molecules.
- 4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.
- 4(d) The teacher understands periodicity of physical and chemical properties of elements.
- 4(e) The teacher understands laws of conservation of matter and energy.

- 4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.
- 4(g) The teacher understands kinetic molecular theory and gas laws.
- 4(h) The teacher understands mole concept, stoichiometry, and laws of composition.
- 4(i) The teacher understands solutions and colligative properties.
- 4(j) The teacher understands acids/base chemistry.
- 4(k) The teacher understands fundamental oxidation-reduction chemistry.
- 4(l) The teacher understands fundamental organic chemistry and biochemistry.
- 4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.
- 4(n) The teacher understands fundamentals of nuclear chemistry.
- 4(o) The teacher understands the importance of accuracy and precision in measurements.
- 4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(q) The teacher understands the different types of chemical reactions.
- 4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

- 4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.
- 4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.
- 4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.
- 4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).
- 4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).
- 4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
- 4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
- 4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

- 4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
- 4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.
- 4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
- 4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
- 4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.
- 4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- 4(gg) The teacher applies accuracy and precision to their measurements and calculations.
- 4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(ii) The teacher categorizes and identifies a variety of chemical reaction types.
- 4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

- 4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Performance

- 4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR NATURAL SCIENCE TEACHERS

Teachers with natural science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*
2. *Idaho Foundation Standards for Science Teachers AND*
3. *Idaho Standards for Biology Teachers OR*
4. *Idaho Standards for Earth and Space Science Teachers OR*
5. *Idaho Standards for Chemistry Teachers OR*
6. *Idaho Standards for Physics Teachers*

IDAHO STANDARDS FOR PHYSICAL SCIENCE TEACHERS

Teachers with physical science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*
2. *Idaho Foundation Standards for Science Teachers* AND
3. *Idaho Standards for Chemistry Teachers* OR
4. *Idaho Standards for Physics Teachers*

IDAHO STANDARDS FOR PHYSICS TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
- 4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

- 4(c) The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Performance

- 4(d) The teacher develops and applies conceptual models to describe the natural world.
- 4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
- 4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
- 1(b) The teacher understands the impact of learner environment on student learning.

Performance

- 1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
- 4(b) The teacher understands how and why various governments and societies have changed over time.
- 4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.
- 4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
- 4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
- 4(f) The teacher understands how geography affects relationships between people, and environments over time.
- 4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Performance

- 4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
- 4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
- 5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Performance

- 5(c) The teacher demonstrates and applies chronological historical thinking.
- 5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
- 5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

- 8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ECONOMICS TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).
- 4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.
- 4(c) The teacher understands the functions and characteristics of money.

- 4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
- 4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).
- 4(f) The teacher understands how economic institutions shaped history and influence current economic practices.
- 4(g) The teacher understands the principles of sound personal finance and personal investment.
- 4(h) The teacher understands fiscal and monetary policy.

Performance

- 4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.
- 4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.
- 4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.
- 4(l) The teacher illustrates how economic indicators influence historic and current policy.
- 4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.
- 4(n) The teacher fosters understanding of the important role of economic systems on economic growth.
- 4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.
- 4(p) The teacher conveys the importance and implications of the global marketplace.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR GEOGRAPHY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.
- 4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

- 4(c) The teacher uses past and present events to interpret political, physical, and cultural patterns.
- 4(d) The teacher connects the earth's dynamic physical systems to its impact on humans.
- 4(e) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
- 4(f) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.
- 4(g) The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the American Government/Political Science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the relationships between civic life, politics, and government.
- 4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.
- 4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.

- 4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.
- 4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).
- 4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
- 4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).
- 4(h) The teacher understands different forms of government found throughout the world.

Performance

- 4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
- 4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.
- 4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
- 4(l) The teacher integrates global perspectives and current events into the study of civics and government.
- 4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR HISTORY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the History teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.

- 4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
- 4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.
- 4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Performance

- 4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
- 4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
- 4(k) The teacher facilitates student inquiry regarding international relationships.
- 4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.
- 4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
- 4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR SOCIAL STUDIES TEACHERS

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. *Idaho Core Teacher Standards* AND
2. *Foundation Social Studies Standards* AND
3. *History Standards* OR
4. *Government and Civics Standards* OR
5. *Economics Standards* OR
6. *Geography Standards*

IDAHO STANDARDS FOR TEACHER LEADERS

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Understanding Adults as Learners to Support Professional Learning - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared responsibility for school outcomes.

Knowledge: The teacher leader demonstrates knowledge of:

- 1(a) Learning theory for adults.
- 1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development frameworks.

Performance: The teacher leader:

- 1(c) Models and facilitates high quality professional learning for individuals as well as groups.
- 1(d) Supports colleagues' differentiated professional growth.

Standard 2: Accessing and Using Research to Improve Professional Practice - The teacher leader understands how educational research is used to create new knowledge, support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school culture; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

- 2(a) Action research methodology.
- 2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.
- 2(c) Implementation strategies for research-based change and for communication of findings for programmatic changes.
- 2(d) Identification of high quality research.

Performance: The teacher leader:

- 2(e) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions and designing and conducting action research to improve outcomes.
- 2(f) Models and facilitates analysis and application of research findings for informed decision making to improve outcomes with a focus on increased productivity and effectiveness.
- 2(g) Assists with application and supports communication of action research findings to improve outcomes.
- 2(h) Accesses high quality research from various resources.

Standard 3: Supporting Professional Learning - The teacher leader understands the constantly evolving nature of teaching and learning.

Knowledge: The teacher leader demonstrates knowledge of:

- 3(a) The standards of high quality professional development and their relevance to improved learning.
- 3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
- 3(c) Appropriate technologies to support collaborative and differentiated professional learning for continuous improvement.
- 3(d) The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

- 3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
- 3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.
- 3(g) Uses appropriate technologies to support collaborative and differentiated professional learning.
- 3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

- 4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
- 4(b) The Idaho Framework for Teaching, effective observation and strategies for providing instructional feedback.
- 4(c) Role and use of critical reflection in improving professional practice.
- 4(d) Effective use of individual interactions, structures, and processes for creating a collaborative culture including networking, facilitation, team building, goal setting, and conflict resolution.
- 4(e) Effective listening, oral communication, presentation skills, and expression in written communication.

Performance: The teacher leader:

- 4(f) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.
- 4(g) Based upon the Idaho Framework for Teaching, demonstrates proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.
- 4(h) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.
- 4(i) Develops, leads and promotes a culture of self-reflection and reflective dialogue.
- 4(j) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.
- 4(k) Models effective communication skills and processes.
- 4(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student growth; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

- 5(a) Design and selection of targeted and effective assessment instruments and practices for a range of purposes.
- 5(b) Use of formative and summative data to inform the continuous improvement process.
- 5(c) Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

- 5(d) Informs and facilitates colleagues' selection or design of targeted assessment instruments to generate data that will inform instructional improvement.
- 5(e) Models use of formative and summative data to inform the continuous improvement process.
- 5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics).

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to support frequent and effective outreach with families, community members, business and community leaders, and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

- 6(a) Contextual and cultural considerations of the student, family, school, and community and their influence on educational processes.
- 6(b) Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:

- 6(c) Recognizes, responds, and adapts to contextual and cultural considerations to create effective interactions among students, families, communities, and schools.
- 6(d) Promotes effective interaction and involvement of teachers, families, and stakeholders in the educational process.
- 6(e) Fosters colleagues' abilities to form effective relationships with families and other stakeholders.

Standard 7: Advocating for Students, Community, and the Profession - The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and student growth and to serve as an individual of influence and respect within the school, community, and profession.

Knowledge: The teacher leader demonstrates knowledge of:

- 7(a) The fluidity of local, state, and national policy decisions and their influence on instruction.
- 7(b) The process and the roles of stakeholders who influence policy, and how to advocate on behalf of students and the community.
- 7(c) **Performance: The teacher leader:** Analyzes the feasibility of potential solutions and relevant policy context.

- 7(d) Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Standards 8: Understanding Systems Thinking – The teacher leader understands systems change processes, organizational change, and the teacher leader’s role as a change agent.

Knowledge: The teacher leader demonstrates knowledge of:

- 8(a) Working effectively within an educational system, including an understanding of layers and power structures within the system.
- 8(b) How to develop dynamic relationships in a variety of situations, including dealing effectively with resistance to change.
- 8(c) Theories and processes for organizational change and the teacher leader’s role in facilitating change.

Performance: The teacher leader:

- 8(d) Identifies the decision makers and the resource allocations available to them.
- 8(e) Establishes and cultivates dynamic relationships in a variety of situations.
- 8(f) Sets achievable goals and creates a plan to implement them with an effective message to mobilize others into action.

IDAHO STANDARDS FOR TEACHER LIBRARIANS

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the Idaho Standards for Library Science Teachers (2007) and the ALA/AASL Standards for Initial Preparation of School Librarians (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
- 2(b) The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities and cultures.
- 2(c) The teacher librarian recognizes the importance of culturally significant learning and reading experiences.

Performance

- 2(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
- 2(e) The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
- 3(b) The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

- 3(c) The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
- 3(d) The teacher librarian supports flexible, open access for library services.
- 3(e) The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
- 3(f) The teacher librarian facilitates access to information in a variety of formats.
- 3(g) The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.
- 3(h) The teacher librarian models and facilitates the effective use of current and emerging digital literacy tools and technology.
- 3(i) The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

- 4(b) The teacher librarian understands copyright laws, plagiarism, and fair use standards.
- 4(c) The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, digital, and visual literacies, including social media).
- 4(d) The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.
- 4(e) The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
- 4(f) The teacher librarian understands the process of information retrieval and resource sharing.
- 4(g) The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.
- 4(h) The teacher librarian understands the principles of basic budget planning, collection development (e.g., selection, processing, and discarding), and the grant application process.
- 4(i) The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.
- 4(j) The teacher librarian understands the importance of their role in developing and promoting reading (e.g., reading aloud to students and book talks).

Performance

- 4(k) The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.
- 4(l) The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, digital, and visual literacies, including social media).
- 4(m) The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
- 4(n) The teacher librarian catalogs and classifies library materials using professional library standards.
- 4(o) The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
- 4(p) The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

- 4(q) The teacher librarian administers and trains staff to ensure an effective school library program.
- 4(r) The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.
- 4(s) The teacher librarian uses professional resources that provide guidance in the selection of quality materials and maintains current awareness of the library field.
- 4(t) The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.
- 4(u) The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.
- 5(b) The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

- 5(c) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
- 5(d) The teacher librarian models and instructs multiple strategies for students, other teachers, and administrators to locate, select, evaluate, and ethically use information for specific purposes.
- 5(e) The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional resources.
- 5(f) The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher librarian understands many methods of assessing the library program.

- 6(b) The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies to monitor student progress.

Performance

- 6(c) The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
- 6(d) The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
- 6(e) The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher librarian understands how to develop and implement the school library program that reflects the mission, goals, and objectives of the school.
- 7(b) The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
- 7(c) The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

- 7(d) The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.
- 7(e) The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
- 7(f) The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
- 7(g) The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.
- 7(h) The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
- 7(i) The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

- 7(j) The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.
- 8(b) The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance

- 8(c) The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
- 8(d) The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.
- 8(e) The teacher librarian provides opportunities to foster and model higher order thinking skills and metacognition.
- 8(f) The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
- 8(g) The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
- 8(h) The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
- 8(i) The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.
- 8(j) The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.
- 8(k) The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.
- 8(l) The teacher librarian designs and implements developmentally appropriate and challenging learning experiences, both independently and in collaboration with other teachers.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
- 9(b) The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
- 9(c) The teacher librarian understands confidentiality issues related to library records.
- 9(d) The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

- 9(e) The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
- 9(f) The teacher librarian educates the school community on the ethical use of information and ideas.
- 9(g) The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
- 9(h) The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities, such as professional learning communities, membership in library associations, attendance at professional conferences, and reading professional publications.
- 9(i) The teacher librarian uses professional resources to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher librarian understands various communication and public relations strategies.
- 10(b) The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

- 10(c) The teacher librarian recognizes the value of sharing expertise with colleagues.

Performance

- 10(d) The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
- 10(e) The teacher librarian collaborates with colleagues and students to assess, interpret, and communicate information.
- 10(f) The teacher librarian participates in decision-making groups to continually improve library services.
- 10(g) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
- 10(h) The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.
- 10(i) The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
- 10(j) The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.
- 10(k) The teacher librarian advocates for school library and information programs, resources, services, and the library profession.
- 10(l) The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the history and foundation of arts education.
- 4(b) The teacher understands the processes and content of the arts discipline being taught.

- 4(c) The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.
- 4(d) The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.
- 4(e) The teacher understands that the arts communicate, challenge, and influence culture and society.
- 4(f) The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.
- 4(g) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.
- 4(h) The teacher understands connections between art curriculum and vocational opportunities.

Performance

- 4(i) The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Performance

- 5(b) The teacher engages students in identifying relationships between the arts and other content areas.
- 5(c) The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands assessment strategies specific to creating, performing, and responding.
- 6(b) The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Performance

- 6(c) The teacher assesses student work specific to creating, performing, and responding.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands regulations regarding copyright laws.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
- 10(b) The teacher understands the unique relationships between the arts and their audiences.

Performance

- 10(c) The teacher promotes the arts for the enhancement of the school, the community, and society.
- 10(d) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

- 11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.
- 11(b) The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Performance

- 11(c) The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.
- 11(d) The teacher manages the simultaneous activities that take place daily in the arts classroom.

IDAHO STANDARDS FOR MUSIC TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

- 4(a) The teacher is able to prepare students for musical performance, including:
- Singing, alone and with others, a varied repertoire of music.
 - Performing on instruments, alone and with others, a varied repertoire of music.
 - Reading and notating music
- 4(b) The teacher is able to teach students how to create music, including:
- Improvising melodies, variations, and accompaniments.
 - Composing and arranging music within specified guidelines.

- 4(c) The teacher is able to prepare students to respond to musical works, including the following:
- Listening to, analyzing, and describing music.
 - Evaluating music and music performances.
- 4(d) The teacher is able to prepare students to make musical connections, including:
- Understanding relationships between music, the other arts, and disciplines outside the arts.
 - Understanding music in relation to history and culture.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

- 5(a) The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Theatre Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher knows the history of theater as a form of entertainment and as a reflection of culture and society influence.
- 4(b) The teacher knows the basic history, theories, and processes of play writing, acting, and directing.
- 4(c) The teacher understands technical theatre/stagecraft is an essential component of theatre arts.

Performance

- 4(d) The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.
- 4(e) The teacher demonstrates proficiency in all aspects of performance.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

- 5(a) The teacher demonstrates the ability to direct shows for public performance.
- 5(b) The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

- 9(a) Teacher demonstrates the ability to secure performance rights for various forms of productions.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety and Management - The teacher creates a safe, productive physical environment, including management of tools, supplies, equipment, and space.

Knowledge

- 11(a) The teacher understands how to operate safely and maintain the theatre facility.
- 11(b) The teacher understands how to operate safely and maintain technical theatre equipment.

- 11(c) The teacher understands OSHA and safety standards specific to theatre arts.
- 11(d) The teacher understands how to manage safely the requirements unique to theatre arts.

Performance

- 11(e) The teacher can operate safely and maintain the theatre facility.
- 11(f) The teacher can operate safely and maintain technical theatre equipment.
- 11(g) The teacher employs OSHA and safety standards specific to theatre arts.
- 11(h) The teacher can manage safely the requirements unique to theatre arts.

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.
- 4(b) The teacher has knowledge of individual artists’ styles and understands the historical and contemporary movements and cultural contexts of those works.
- 4(c) The teacher understands the elements and principles of art and how they relate to art making and art criticism.
- 4(d) The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).

- 4(e) The teacher understands the value of visual arts as they relate to everyday experiences.

Performance

- 4(f) The teacher applies a variety of media, styles, and techniques in multiple art forms.
- 4(g) The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.
- 4(h) The teacher applies the elements and principles of art and how they relate to art making and art criticism.
- 4(i) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).
- 4(j) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands that the process of second language acquisition includes a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.
- 1(c) The teacher knows the methodologies and theories specific to second language acquisition.
- 1(d) The teacher understands the learner development process from novice to advanced levels of language proficiency.

Performance

- 1(e) The teacher uses a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(f) The teacher integrates cultural knowledge into all language development.
- 1(g) The teacher integrates the language theories for first and second language acquisition related to cognitive development in order to facilitate language growth.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands sociolinguistic factors such as gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs that affect how individuals perceive and relate to their own culture and language and that of the second culture and language.
- 2(b) The teacher understands students' individual needs and how they affect the process of second language acquisition.

Performance

- 2(c) The teacher incorporates learning activities that enable students to identify how their perception of the target culture(s) compares with their own.
- 2(d) The teacher differentiates instruction to address the diverse needs of individual students' second language acquisition.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands that students thrive in a low affective filter learning environment.
- 3(b) The teacher knows current practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Performance

- 3(c) The teacher implements strategies that encourage a low affective filter, such as group/pair work, focused practice, positive error correction, and classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.
- 3(d) The teacher implements current best practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for language skills according to interpretive, presentational, and interpersonal modes.
- 4(b) The teacher knows the cultural perspectives as they are reflected in the target language.
- 4(c) The teacher understands key linguistic structures (e.g., phonetics, morphology, semantics, syntax, pragmatics) particular to the target language.
- 4(d) The teacher knows the history, arts, and literature of the target culture(s).
- 4(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.
- 4(f) The teacher understands how the target language and culture perceives and is perceived by other languages and cultures.
- 4(g) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

- 4(h) The teacher demonstrates advanced level performance according to interpretive, presentational, and interpersonal modes as defined by ACTFL.
- 4(i) The teacher integrates language skills and cultural knowledge in the target language within the presentational, interpretive, and interpersonal modes of communication.
- 4(j) The teacher advocates for the value and benefits of world language learning to education stakeholders.
- 4(k) The teacher uses the target language in presentational, interpretive, and interpersonal modes of communication and provides opportunities for the students to do so.
- 4(l) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- 4(m) The teacher systematically incorporates culture into instruction.
- 4(n) The teacher incorporates how the target language/culture perceives and is perceived by other languages and cultures.
- 4(o) The teacher demonstrates how culture and language are intrinsically connected.
- 4(p) The teacher demonstrates the way(s) in which key linguistic structures, including phonetics, morphology, semantics, syntax, and pragmatics, particular to the target language, compare to English communication patterns.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

- 5(a) The teacher uses a variety of techniques to foster proficiency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher knows the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing).

Performance

- 6(b) The teacher uses the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing) to create proficiency-based to create proficiency-based formative and summative assessments.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how to incorporate the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(b) The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.
- 7(c) The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.
- 7(d) The teacher understands the relationship of a variety of well-articulated, sequential, and developmentally appropriate language outcomes and language program models.
- 7(e) The teacher knows how to create organized and cohesive curriculum towards successful second language acquisition.

Performance

- 7(f) The teacher incorporates the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.
- 7(g) The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
- 7(h) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.
- 7(i) The teacher creates organized and cohesive curriculum towards successful second language acquisition.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the need to stay current on world languages methodologies based on emerging research in second language acquisition.
- 8(b) The teacher understands instructional practices that facilitate proficiency-based learning.
- 8(c) The teacher understands the importance of remaining current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

Performance

- 8(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
- 8(e) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
- 10(b) The teacher understands the importance of and how to provide opportunities for students and teachers to communicate with native speakers.
- 10(c) The teacher knows how to communicate to education stakeholders the amount of time and energy needed for students to be successful in acquiring a second language.
- 10(d) The teacher understands the effects of second language acquisition on first language mastery and education in general.

Performance

- 10(e) The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
- 10(f) The teacher encourages students to participate in community experiences related to the target culture.

GLOSSARY OF TERMS

American Council of Teachers of Foreign Languages (ACTFL) - an organization for world language professionals of K-12 and higher education that sets the standards for an agreed upon set of descriptions of what individuals can do with language in terms of interpretive, interpersonal, and presentational modes for real-world situations in a spontaneous and non-rehearsed context. In addition, they provide proficiency guidelines that identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when how the language was acquired.

ACTFL Performance Descriptors – a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. Performance is described as the ability to use language that has been learned and practiced in an instructional setting.

Comprehensible Input – language that is accessible to students by ensuring that the instructor is using the target language within the reach of the students' comprehension

Comprehensible Output – language produced by the learner that is understandable to others, often through trial and error

Critical thinking - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Education Stakeholders – students, parents, faculty, administration, and community members

Interpersonal Mode (ACTFL) – learners interact and negotiate meaning in spoken, signed, or written conversations to share information reactions, feelings, and opinions

Interpretive Mode (ACTFL) – learners understand, interpret, and analyze what is heard and read on a variety of topics

Low Affective Filter – a metaphorical filter that is caused by a student’s negative emotions which reduce the student’s ability to understand the language spoken to them

NCSSFL (National Council of State Supervisors of Foreign Languages)-ACTFL Can Do Statements – describe the specific language tasks that learners are likely to perform at various levels of proficiency

Negotiation of Meaning – a process that speakers go through to reach a clear understanding of each other

Presentational Mode (ACTFL) – Learners present information, concepts, and ideas to inform, persuade, explain, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

Proficiency – using the target language with fluency and accuracy

Second Language – Any language that one speaks other than one’s first language - also known as L2, target language, additive language

Second Language Acquisition – The process by which people learn a second language and the scientific discipline that is devoted to understanding that process

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques

Task-Based – Task-based learning focuses on the use of authentic language through meaningful tasks, such as visiting the doctor or requesting an appointment with an instructor through email. This method encourages meaningful communication and is student-centered.

OTHER TEACHER ENDORSEMENT AREAS

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

**The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

ADMINISTRATOR ENDORSEMENTS

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for school principals were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective school principals. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Mission, Vision, and Beliefs - Effective school principals develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- 1(a) The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.
- 1(b) The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.
- 1(c) The school principal understands how to model and pursue the school’s mission, vision, and beliefs in all aspects of leadership.

Performance

- 1(d) The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.
- 1(e) The school principal articulates, advocates, and cultivates beliefs that define the school’s culture and stress the imperative of child-centered education.
- 1(f) The school principal strategically develops and evaluates actions to achieve the vision for the school.
- 1(g) The school principal reviews the school’s mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Standard 2: Ethics and Professional Norms - Effective school principals act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

- 2(a) The school principal understands ethical frameworks and perspectives.
- 2(b) The school principal understands the Code of Ethics for Idaho Professional Educators.
- 2(c) The school principal understands policies and laws related to schools and districts.
- 2(d) The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2(e) The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.

Performance

- 2(f) The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2(g) The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2(h) The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.

Standard 3: Equity and Cultural Responsiveness – School principals strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Knowledge

- 3(a) The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.
- 3(b) The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.
- 3(c) The school principal understands the importance of preparing students to live productively in and contribute to society.
- 3(d) The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.
- 3(e) The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.

Performance

- 3(f) The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.
- 3(g) The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.
- 3(h) The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 4: Curriculum, Instruction, and Assessment - School principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

- 4(a) The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4(b) The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.
- 4(c) The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 4(d) The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.
- 4(e) The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

Performance

- 4(f) The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.
- 4(g) The school principal uses and promotes the effective use of technology in the service of teaching and learning.
- 4(h) The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.

Standard 5: Community of Care and Support for Students - School principals cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Knowledge

- 5(a) The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.
- 5(b) The school principal understands how to promote adult-student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5(c) The school principal understands the laws and regulations associated with special student populations.
- 5(d) The school principal understands various intervention strategies utilized to close achievement gaps.
- 5(e) The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance

- 5(f) The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- 5(g) The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- 5(h) The school principal cultivates and reinforces student engagement in school and positive student conduct.

Standard 6: Professional Capacity of School Personnel - School principals develop the professional capacity and practice of school personnel to promote all students' academic success and well-being.

Knowledge

- 6(a) The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.
- 6(b) The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6(c) The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6(d) The school principal understands the importance of the personal and professional health of teachers and staff.

- 6(e) The school principal understands the Idaho adopted framework for teaching.
- 6(f) The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.
- 6(g) The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.
- 6(h) The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Performance

- 6(i) The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6(j) The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- 6(k) The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- 6(l) The school principal utilizes observation and evaluation methods to supervise instructional personnel.

Standard 7: Professional Community for Teachers - School principals foster a professional community of teachers and other professional staff to promote all students' academic success and well-being.

Knowledge

- 7(a) The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.
- 7(b) The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(c) The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.
- 7(d) The school principal understands how to encourage staff-initiated improvement of programs and practices.

Performance

- 7(e) The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.
- 7(f) The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.
- 7(g) The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.

Standard 8: Meaningful Engagement of Families and Community – School principals engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote all students’ academic success and well-being.

Knowledge

- 8(a) The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8(b) The school principal understands and values the community’s cultural, social, and intellectual resources to promote student learning and school improvement.
- 8(c) The school principal understands how to develop and provide the school as a resource for families and the community.
- 8(d) The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.
- 8(e) The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.
- 8(f) The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.
- 8(g) The school principal understands how to employ the community’s cultural, social, and intellectual resources to promote student learning and school improvement.

Performance

- 8(h) The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8(i) The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8(j) The school principal advocates publicly for the needs and priorities of students, families, and the school community.

Standard 9: Operations and Management – School principals manage school operations and resources to promote all students’ academic success and well-being.

Knowledge

- 9(a) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9(b) The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students’ learning needs.
- 9(c) The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
- 9(d) The school principal understands the need to be responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9(e) The school principal understands how to employ technology to improve the quality and efficiency of operations and management.
- 9(f) The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- 9(g) The school principal understands governance processes and internal and external politics toward achieving the school’s mission and vision
- 9(h) The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
- 9(i) The school principal understands the value of transparency regarding decision making and the allocation of resources.
- 9(j) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 9(k) The school principal understands how to protect teachers’ and other staff members’ work and learning from disruption.
- 9(l) The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- 9(m) The school principal understands how to develop and manage productive relationships with the district office and school board.

- 9(n) The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.

Performance

- 9(o) The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9(p) The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.
- 9(q) The school principal utilizes technology to improve the quality and efficiency of operations and management.
- 9(r) The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.
- 9(s) The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

Standard 10: Continuous School Improvement – School principals act as agents of continuous school improvement to promote all students' academic success and well-being.

Knowledge

- 10(a) The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.
- 10(b) The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
- 10(c) The school principal understands change and change management processes.
- 10(d) The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10(e) The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
- 10(f) The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.
- 10(g) The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.

- 10(h) The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- 10(i) The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.

Performance

- 10(j) The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10(k) The school principal analyzes situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 10(l) The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

IDAHO STANDARDS FOR SUPERINTENDENTS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for superintendents were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective superintendents. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, superintendents must also meet the Idaho Standards for School Principals.

Standard 1: Mission, Vision, and Beliefs – Effective superintendents develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Knowledge

- 1(a) The superintendent understands the principles of developing and implementing strategic plans.

Performance

- 1(b) The superintendent articulates, advocates, and cultivates beliefs that define the district’s culture and stress the imperative of child-centered education and continuous improvement.
- 1(c) The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.
- 1(d) The superintendent reviews the district’s mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.
- 1(e) The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.
- 1(f) The superintendent models and pursues the district’s mission, vision, and beliefs in all aspects of leadership.

Standard 2: Ethics and Professionalism – Effective superintendents act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Performance

- 2(a) The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.
- 2(b) The superintendent acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
- 2(c) The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Standard 3: Equity and Cultural Responsiveness – Effective superintendents strive for equity of educational opportunity and respect diversity.

Performance

- 3(a) The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3(b) The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
- 3(c) The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.

Standard 4: High Expectations for Student Success – Effective superintendents set high expectations for all students and cultivate the conditions for student learning.

Performance

- 4(a) The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.
- 4(b) The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.

Standard 5: High Expectations for Professional Practice – Effective superintendents develop the professional capacity and practice of school personnel to promote student success.

Performance

- 5(a) The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.
- 5(b) The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.

- 5(c) The superintendent delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.
- 5(d) The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.
- 5(e) The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.
- 5(f) The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
- 5(g) The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.
- 5(h) The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.
- 5(i) The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.
- 5(j) The superintendent designs and implements job-embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.

Standard 6: Advocacy and communications – Effective superintendents engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Performance

- 6(a) The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.
- 6(b) The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.
- 6(c) The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.
- 6(d) The superintendent works effectively in the political environment at district, local, and state levels.
- 6(e) The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 7: Operations and Management – Effective superintendents manage district operations and resources to promote system success.

Knowledge

- 7(a) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.
- 7(b) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.
- 7(c) The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(d) The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

Performance

- 7(e) The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.
- 7(f) The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.
- 7(g) The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.
- 7(h) The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 7(i) The superintendent develops and maintains data and communication systems for continuous improvement.
- 7(j) The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.
- 7(k) The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.

Standard 8: Continuous Improvement – Effective superintendents engage in a process of continuous improvement to ensure student success.

Knowledge

- 8(a) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

Performance

- 8(b) The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
- 8(c) The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.
- 8(d) The superintendent utilizes data to drive improvement.
- 8(e) The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.
- 8(f) The superintendent manages change – uncertainty, risks, competing initiatives, and politics.
- 8(g) The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.

Standard 9: Governance – Effective superintendents understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

Knowledge

- 9(a) The superintendent understands and complies with applicable laws, statutes, and regulations.
- 9(b) The superintendent understands the role of and effectively utilizes legal counsel.
- 9(c) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.
- 9(d) The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.

Performance

- 9(e) The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.
- 9(f) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
- 9(g) The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.

- 9(h) The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.
- 9(i) The superintendent develops and fosters a productive relationship with the local governing board.
- 9(j) The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for special education directors were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective special education directors. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, special education directors must also meet Idaho Standards for School Principals.

Standard 1: Mission, Vision, and Beliefs - Effective special education directors develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- 1(a) The special education director understands the importance of the district’s mission and vision to promote academic success and well-being of all students.
- 1(b) The special education director understands the beliefs of the teaching profession that promote high-expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.
- 1(c) The special education director understands the importance of leading with the district’s mission, vision and beliefs.

Performance

- 1(d) The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.
- 1(e) The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the successful learning and development of all children and on instructional and organizational practices that promote such success.
- 1(f) The special education director articulates, advocates, and cultivates beliefs that define the district’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.

- 1(g) The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.
- 1(h) The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.
- 1(i) The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 2: Ethics and Professional Norms - Effective special education directors act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

- 2(a) The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.

Performance

- 2(b) The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.
- 2(c) The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.
- 2(d) The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.
- 2(e) The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.

Standard 3: Equity and Cultural Responsiveness – Special education directors strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Knowledge

- 3(a) The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.
- 3(b) The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.

Performance

- 3(c) The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.

- 3(d) The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.
- 3(e) The special education director address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: Curriculum, Instruction, and Assessment - Special education directors develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

- 4(a) The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.
- 4(b) The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.
- 4(c) The special education director understands the importance of assessment and the different types of assessment that drive instruction.

Performance

- 4(d) The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.
- 4(e) The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.
- 4(f) The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.

Standard 5: Community of Care and Support for Students - Special education directors cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.

Knowledge

- 5(a) The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.
- 5(b) The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.

Performance

- 5(c) The special education director promotes adult-student, peer-peer, school, and district-community relationships that value and support academic learning and positive social and emotional development.
- 5(d) The special education director infuses the district's learning environment with the cultures and languages of the district's community.

Standard 6: Professional Capacity of District and School Personnel - Special education directors develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

Knowledge

- 6(a) The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.
- 6(b) The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.

Performance

- 6(c) The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6(d) The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.
- 6(e) The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.

Standard 7: Professional Community for Teachers - Special education directors foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Knowledge

- 7(a) The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7(b) The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.

Performance

- 7(c) The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.
- 7(d) The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.
- 7(e) The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.
- 7(f) The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.
- 7(g) The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.
- 7(h) The special education director encourages special and general education staff-initiated improvement of programs and practices.

Standard 8: Meaningful Engagement of Families and Community – Special education directors engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Knowledge

- 8(a) The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.
- 8(b) The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.

Performance

- 8(c) The special education director is approachable, accessible, and welcoming to families and members of the community.
- 8(d) The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.
- 8(e) The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.

- 8(f) The special education director creates means for the district community to partner with families to support student learning in and out of district.
- 8(g) The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.
- 8(h) The special education director develops and provides the district as a resource for families and the community.
- 8(i) The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.
- 8(j) The special education director advocates publicly for the needs and priorities of students, families, and the community.
- 8(k) The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 9: Operations and Management – Special education directors manage district operations and resources to promote all students' academic success and well-being.

Knowledge

- 9(a) The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.
- 9(b) The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.

Performance

- 9(c) The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.
- 9(d) The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- 9(e) The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- 9(f) The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.
- 9(g) The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

- 9(h) The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.
- 9(i) The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.

Standard 10: Continuous School and District Improvement - Special education directors act as agents of continuous school and district improvement to promote each student's academic success and well-being.

Knowledge

- 10(a) The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.
- 10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.

Performance

- 10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.
- 10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.
- 10(e) The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.
- 10(f) The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

PUPIL PERSONNEL SERVICES ENDORSEMENTS

IDAHO STANDARDS FOR AUDIOLOGY

All audiology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective audiologists. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.

Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a) confirmation that the degree earned is equivalent to a U.S. doctoral degree, (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.

The CFCC has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program – The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA accreditation in audiology.

Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.

Standard III: Program of Study – Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.

Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.

Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.

Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.

Standard IV: Knowledge and Skills Outcomes – Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Implementation: This standard distinguishes between acquisition of knowledge for Standards IV-A.1–21 and IV-C.1, and the acquisition of knowledge and skills for Standards IV-A.22–29, IV-B, IV-C.2–11, IV-D, IV-E, and IV-F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.

Standard IV-A: Foundations of Practice

The applicant must have knowledge of:

- A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology
- A2. Genetics and associated syndromes related to hearing and balance
- A3. Normal aspects of auditory physiology and behavior over the life span

- A4. Normal development of speech and language
- A5. Language and speech characteristics and their development across the life span
- A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment
- A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning
- A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
- A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
- A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
- A11. Principles, methods, and applications of psychometrics
- A12. Principles, methods, and applications of psychoacoustics
- A13. Instrumentation and bioelectrical hazards
- A14. Physical characteristics and measurement of electric and other nonacoustic stimuli
- A15. Assistive technology
- A16. Effects of cultural diversity and family systems on professional practice
- A17. American Sign Language and other visual communication systems
- A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations
- A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
- A20. Health care and educational delivery systems
- A21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

- A22. Oral and written forms of communication
- A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:
 - a. occupational and industrial environments
 - b. community noise
 - c. classroom and other educational environments
 - d. workplace environments

- A24. The use of instrumentation according to manufacturer's specifications and recommendations
- A25. Determining whether instrumentation is in calibration according to accepted standards
- A26. Principles and applications of counseling
- A27. Use of interpreters and translators for both spoken and visual communication
- A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management
- A29. Consultation with professionals in related and/or allied service areas

Standard IV-B: Prevention and Identification

The applicant must have the knowledge and skills necessary to:

- B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems
- B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
- B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
- B5. Educate individuals on potential causes and effects of vestibular loss
- B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment

The applicant must have knowledge of:

- C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

- C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
- C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

- C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral
- C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
- C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems
- C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)
- C8. Evaluating auditory-related processing disorders
- C9. Evaluating functional use of hearing
- C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan
- C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment)

The applicant must have knowledge and skills in:

- D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
- D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
 - a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology
 - b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use
 - c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence
 - d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems
- D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments
- D4. Treatment and audiologic management of tinnitus

- D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)
- D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems
- D7. Evaluation of the efficacy of intervention (treatment) services

Standard IV-E: Advocacy/Consultation

The applicant must have knowledge and skills in:

- E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders
- E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services
- E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration

The applicant must have knowledge and skills in:

- F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services
- F2. Applying research findings in the provision of patient care (evidence-based practice)
- F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
- F4. Administering clinical programs and providing supervision of professionals as well as support personnel
- F5. Identifying internal programmatic needs and developing new programs
- F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

Standard V: Assessment – Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment – The applicant must meet the education program’s requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Implementation: Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.

Standard V-B: Summative Assessment – The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VI: Maintenance of Certification – Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.

Implementation: Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.

Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities.

If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.

IDAHO STANDARDS FOR SCHOOL COUNSELORS

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and ~~Personal/Social~~/Emotional Development. The domains are aligned with ~~follow~~ the 2012~~8~~ American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs ~~model~~ and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, data-informed ~~results-based~~ school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

- 1(a) The organizational structure and governance of the American educational system, as well as cultural, political, and social influences on current educational practices.
- 1(b) The organizational structure and components of an effective school counseling program.
- 1(c) Barriers to student learning and use of advocacy and data-informed ~~driven~~ school counseling practices.
- 1(d) Leadership principles and theories.
- 1(e) Individual counseling, group counseling, and ~~classroom instruction~~ school counseling core curriculum.
- 1(f) Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
- 1(g) Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, social justice, and advocacy.
- 1(h) Assessments relevant to K-12 education.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

~~1(i) Planning, organizing, implementing and evaluating a school counseling program.~~

~~1(j)~~ 1(i) Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

~~1(k)~~ 1(i) Applying appropriate technologies to support student learning and development, assessment, planning, and delivery of ~~Using technology effectively and efficiently to plan, organize, implement and evaluate the~~ comprehensive school counseling programs.

~~1(h)~~ 1(k) Multicultural, ethical, and professional competencies.

~~1(m)~~ 1(l) Identification and expression of professional and personal qualities and skills of effective leaders.

~~1(n) Advocacy for student success.~~

~~1(o)~~ 1(m) Collaboration with parents, teachers, support personnel, administrators, and community partners ~~leaders and other stakeholders to create learning environments that~~ promote and support educational equity, success, and well-being for every student ~~success.~~

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

2(a) Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2(b) Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.

~~2(c) Learning theories.~~

~~2(d)~~ 2(c) The evolution of the school counseling profession, the basis for a comprehensive History and purpose of school counseling program, and the counselor's role in supporting growth and learning for all students ~~including traditional and transformed roles of school counselors.~~

~~2(e)~~ 2(d) Aspects of ~~h~~ human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes ~~theories and developmental issues affecting student success.~~

~~2(f)~~ 2(e) District, state, and national student standards and competencies.

~~2(g)~~ 2(f) Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.

~~2(h)~~ 2(g) The three domains of academic ~~achievement~~, career, ~~planning~~ and ~~personal~~/social/emotional development.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

- ~~2(i)~~2(h) Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
- ~~2(j)~~2(i) The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.
- ~~2(k)~~2(i) Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.
- ~~2(l)~~2(k) Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.
- ~~2(m)~~2(l) Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a comprehensive school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

- 3(a) Leadership principles, including ~~sources of power and authority, and~~ formal and informal leadership and authority.
- 3(b) Consultation models~~Organization theory~~ to facilitate advocacy, collaboration and systemic change.
- 3(c) Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.
- 3(d) Time management, including long- and short-term management, using tools such as schedules and calendars.
- 3(e) Process, perception, and outcome data; program and needs assessments; and other survey tools used to monitor and refine the school counseling program.~~Data-driven decision making.~~
- ~~3(f) Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.~~

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

- ~~3(g)~~3(f) Self-evaluation of ~~his/her own~~ competencies in order to formulate an appropriate professional development plan.
- 3(g) Engagement in local, state, and national professional growth and development opportunities.
- 3(h) Use of multiple data points, including student interviews, direct observation, educational records, consultation with stakeholders, and test results to systematically

address student needs and collaboratively establish goals.~~The ability to access or collect relevant data to monitor and improve student behavior and achievement.~~

- 3(i) Creation of~~The capability to create~~ calendars to ensure the effective implementation of the school counseling program.

3(j) Coordination of activities that establish, maintain, and enhance the school counseling program.

3(k)~~3(j)~~ Use of school-wide data to promote systemic change within the school.

Standard 4: Professional Practice~~Delivery~~ – School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a comprehensive school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

4(a) The distinction between direct and indirect student services.

4(b) Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom school counseling core curriculum~~lessons~~.

~~4(c) Classroom management.~~

~~4(d)~~4(c) Principles of career and post-secondary planning.

~~4(e)~~4(d) Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs ~~(IEP and 504 Plans)~~, religion, gender, sexual orientation, and ~~income~~ socio-economic status.

~~4(f)~~4(e) Responsive services ~~(e.g., trauma, suicide, counseling and crisis response,)~~ including grief, and bereavement.

~~4(g)~~4(f) How diagnoses and common~~or~~ medications or substances affect learning, behavior, and mood~~affects the personal, social, and academic functioning of students.~~

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

~~4(h)~~4(g) Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.

~~4(i)~~4(h) Demonstration of pedagogical skills, including culturally responsive c~~Classroom~~ management strategies, lesson planning, and personalized ~~and instructional skills.~~

~~4(j)~~4(i) Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

~~4(k)~~4(j) The ability to build effective, high-quality student support programs.

~~4(l)~~4(k) Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

~~4(m) The capability to provide responsive services, such as individual/small group counseling and crisis response.~~

~~4(n)~~4(l) Participation as member of the crisis team, providing assistance to the school and community in a crisis.

~~4(o)~~4(m) Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

~~4(p)~~4(n) Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

~~4(q)~~4(o) The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

~~4(r)~~4(p) Understanding and knowledge regarding how to provide supervision for school counseling interns ~~consistent with the principles.~~

4(q) Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic ~~development~~achievement.

4(r) Strengths-based counseling and relationship building skills to support student growth and promote equality and inclusion.

4(s) Consulting and seeking supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

IDAHO STANDARDS FOR SCHOOL NURSES

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

- 1(a) The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.
- 1(b) The school nurse understands the scope and standards of practice as identified by the American Nurses Association, National Association of School Nurses, and the Idaho State Board of Nursing administrative code.
- 1(c) The school nurse understands how to interpret data applicable to the school setting to ensure meaningful health and academic outcomes.
- 1(d) The school nurse understands the importance of documentation and uniform data set collection methods for evaluation and continuous quality improvement.

Performance

- 1(e) The school nurse conducts ongoing evaluations of school nursing practice.
- 1(f) The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
- 1(g) The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.
- 1(h) The school nurse demonstrates critical thinking skills, use of evidence-based practice, and clinical competence.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

- 2(a) The school nurse understands how to improve knowledge and competency in school nursing.
- 2(b) The school nurse knows how to self-assess professional nursing practice.
- 2(c) The school nurse knows how to access professional resources and organizations that support school nursing.
- 2(d) The school nurse understands the current educational and health care laws which impact the ability of students to access education and healthcare in their community.

Performance

- 2(e) The school nurse participates in professional development related to current clinical knowledge and professional issues.
- 2(f) The school nurse seeks and acts on constructive feedback regarding professional development.
- 2(g) The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

- 3(a) The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.
- 3(b) The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.
- 3(c) The school nurse knows how to document appropriately.

Performance

- 3(d) The school nurse follows FERPA and HIPPA guidelines while communicating effectively and with sensitivity to community and cultural values, in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, documentation, professional collaboration).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

- 4(a) The school nurse understands the principles of collaboration in sharing knowledge and skills.

Performance

- 4(b) The school nurse works collaboratively to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

- 5(a) The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.
- 5(b) The school nurse knows how to advocate and facilitate behavioral, emotional, and/or psychosocial services, both within the school environment and the community.

Performance

- 5(c) The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education (e.g. Idaho Nurse Practice Act, FERPA, HIPPA, IDEA, Section 504).
- 5(d) The school nurse acts as an advocate for students and families.
- 5(e) The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered clinical practice and health education.

Knowledge

- 6(a) The school nurse understands developmentally appropriate health education.
- 6(b) The school nurse understands the influence of social determinates of health and family dynamics on student achievement and wellness.
- 6(c) The school nurse understands that health instruction within the classroom is based on learning theory.
- 6(d) The school nurse understands child, adolescent, family, and community health issues.
- 6(e) The school nurse understands how health issues impact student learning.
- 6(f) The school nurse knows how to identify physical manifestations of possible behavioral, emotional, and/or psychosocial issues.

Performance

- 6(g) The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.
- 6(h) The school nurse participates in the assessment of health education and health instructional needs of the school community.
- 6(i) The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.
- 6(j) The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

- 6(k) The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.
- 6(l) The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge

- 7(a) The school nurse understands the principles of school nursing management.
- 7(b) The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, laws).
- 7(c) The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.
- 7(d) The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

- 7(e) The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.
- 7(f) The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.
- 7(g) The school nurse demonstrates leadership skills to utilize human resources efficiently.
- 7(h) The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.
- 7(i) The school nurse uses appropriate technology in managing school health services.

IDAHO STANDARDS FOR SCHOOL PSYCHOLOGISTS

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational, ~~and~~ social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Knowledge

- 1(a) The school psychologist understands traditional standardized norm-referenced assessment instruments.
- 1(b) The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).
- 1(c) The school psychologist ~~knows~~ understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).
- 1(d) The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.
- 1(e) The school psychologist understands correct interpretation and application of assessment data.
- 1(f) The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.

Performance

- 1(g) The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.
- 1(h) The school psychologist ~~translates~~ interprets assessment results and uses those results to select and implement evidence-based practices ~~into the design,~~

~~implementation, and accountability of empirically supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.~~

- 1(i) The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.
- 1(j) The school psychologist interprets and synthesizes assessment information from a variety of sources.

Standard 2: Consultation and Collaboration - ~~The~~ the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

- 2(a) The school psychologist understands vari~~ous~~used methods of consultation ~~in psychology and education~~ (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.
- 2(b) The school psychologist understands how to facilitate effective communication and collaboration among families, teachers, community providers, and others~~methods for effective consultation and collaboration that link home, school, and community settings.~~
- ~~2(c) The school psychologist understands factors necessary for effective interpersonal communication.~~
- ~~2(d)~~2(c) The school psychologist understands how to communicate effectively in oral and written form.

Performance

- ~~2(e)~~2(d) The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.
- ~~2(f)~~2(e) The school psychologist consults and collaborates effectively in the planning, problem solving, and decision-making processes ~~es~~ to design, implement, and evaluate evidence-based practices (to include respect ~~educational and mental health services with respect~~ for cultural and linguistic diversity).
- ~~2(g)~~2(f) The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.
- ~~2(h)~~2(g) The school psychologist effectively communicates information in oral and written form for diverse audiences, ~~for example, (e.g.,~~ parents, teachers, other school personnel, policy makers, community leaders, and ~~or~~ others).

Standard 3: Effective Instruction and Development of Cognitive ~~and Academic~~ Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge

- 3(a) The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.
- 3(b) The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.
- ~~3(c) The school psychologist understands evidence-based curriculum and instructional strategies that facilitate students' academic achievement.~~
- ~~3(d)~~3(c) The school psychologist understands how to develop appropriate educational goals for students with different ability levels and social-cultural/social backgrounds.
- ~~3(e)~~3(d) The school psychologist understands appropriate techniques to assess diverse learning and instruction ~~for using data in decision making, planning, and progress monitoring.~~

Performance

- ~~3(f) The school psychologist assists in achieving academic outcomes, such as classroom instructional support, literacy strategies, home and school collaboration, instructional consultation, and other evidenced-based practices.~~
- ~~3(g)~~3(e) The school psychologist uses assessment ~~and data-collection methods~~ to assist in developing and implement evidence-based instructional strategies that improve student engagement and learning, including those related to needs of appropriate educational goals for students with diverse ~~abilities and~~ backgrounds and characteristics.
- ~~3(h)~~3(f) The school psychologist assists in promoting the use of evidence-based interventions with fidelity.

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, environmental, and social influences on human development, mental health, and psychopathology.

Knowledge

- 4(a) The school psychologist understands biological, cultural, environmental developmental, and social influences on learning, behavior, mental health, and life skills.
- 4(b) The school psychologist understands techniques to assess socialization, mental health, and life skills, as well as and methods for using data in decision making, planning, and progress monitoring
- 4(c) The school psychologist understands evidence-based ~~supported~~ strategies to promote social-emotional functioning and mental health.

Performance

- 4(d) The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.
- 4(e) The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.
- 4(f) The school psychologist uses empirically supported strategies to collaboratively develop and implement behavior change programs services at the individual, group, and/or systems levels and to enhance classroom, and school-wide levels school, home, and community factors related to student's mental health, socialization, and learning.
- 4(g) The school psychologist advocates for the mental health needs of students and families.

~~***Student Diversity in Development and Learning – The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.***~~

~~Knowledge~~

~~The school psychologist understands individual differences, abilities, and other diverse characteristics.~~

~~The school psychologist understands principles and research related to diversity factors for students, families, and schools, including factors related to culture, context, individual, and role differences.~~

~~The school psychologist understands empirically supported strategies to enhance educational services for students and families and effectively address potential influences on learning related to diversity.~~

~~The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.~~

~~Performance~~

~~The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.~~

~~The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.~~

~~The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery.~~

~~***Standard 5: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.***~~

~~Knowledge~~

- 5(a) The school psychologist understands school and multi-tiered systems' structure, organization, and theory and structure.
- 5(b) The school psychologist understands a variety of educational programs to include tiered systems of support, general and special education.
- 5(c) The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Performance

- 5(d) The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.
- 5(e) The school psychologist utilizes uses data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.

~~**Legal, Ethical, and Professional Practice—The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.**~~

~~**Knowledge**~~

~~The school psychologist understands the history and foundations of school psychology.~~

~~The school psychologist understands multiple service models and methods.~~

~~The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.~~

~~The school psychologist understands current federal and state statutes and regulations pertaining to educational services.~~

~~The school psychologist understands self-evaluation methods to determine areas for continuing professional development.~~

~~**Performance**~~

~~The school psychologist provides services consistent with ethical, legal, and professional standards.~~

~~The school psychologist engages in ethical and professional decision making.~~

~~The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.~~

~~The school psychologist applies professional work characteristics for effective practice, including respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability.~~

~~The school psychologist demonstrates legal and ethical practices in communication and the use of technology.~~

~~The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.~~
Standard 6: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

Knowledge

- 6(a) The school psychologist understands principles and research related to resiliency and, risk, and protective factors in learning and mental health.
- 6(b) The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

Performance

- 6(c) The school psychologist participates in school crisis prevention and response teams, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.
- 6(d) The school psychologist promotes services that enhance learning, mental health, safety, physical well-being, and resiliency through protective and adaptive factors, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.
- 6(e) The school psychologist develops, implements, and evaluates prevention and intervention programs that address precursors to learning and behavioral problems uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.
- 6(f) The school psychologist demonstrates skills to implement effective crisis preparation, response, and recovery.
- 6(g) The school psychologist uses appropriate methods to evaluate outcomes of prevention, response activities, and crisis services.

~~**School-Wide Practices to Promote Learning – The school psychologist understands the unique organization and culture of schools and related systems.**~~

Knowledge

~~The school psychologist understands school and multi-tiered systems' structure, organization, and theory.~~

~~The school psychologist understands general and special education.~~

~~The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.~~

Performance

~~The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.~~

~~The school psychologist utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.~~

Standard 7: *Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.*

Knowledge

~~The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family-school interactions that impact student development.~~

7(a) The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.

7(b) The school psychologist understands **the importance of** ~~empirically supported strategies to support~~ family influences on student learning, socialization, and mental health.

7(c) The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

Performance

7(d) The school psychologist **collaborates and engages with parents in decision-making about their children to enhance** ~~demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.~~

7(e) The school psychologist uses **effective strategies** ~~empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies, etc~~ regarding student learning, socialization, and mental health.

~~Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, and social influences.~~

Knowledge

~~4(a) The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.~~

~~4(b)4(a) The school psychologist understands techniques to assess socialization, mental health, and life skills and methods for using data in decision making, planning, and progress monitoring.~~

~~4(c)4(a) The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.~~

Performance

~~4(d)4(a) The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.~~

~~4(e)4(a) The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.~~

~~The school psychologist uses empirically supported strategies to collaboratively develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to student's mental health, socialization, and learning.~~

Standard 8: *Student Diversity in Development and Learning* - The school psychologist understands that an individual's development and learning are influenced by *a multitude of factors (i.e., one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic, etc.).*

Knowledge

8(a) The school psychologist understands individual differences, abilities, and other diverse characteristics.

8(b) The school psychologist understands principles and research related to diversity factors for students, families, and schools, including, *but not limited to*, factors related to *race, culture, gender, language acquisition, and environment* context, individual, and role differences.

8(c) The school psychologist understands empirically supported strategies to enhance educational services for *diverse* students and families and effectively address potential influences on learning related to diversity.

8(d) The school psychologist understands *how stereotypes and biases impact mental health, learning, and service provision* the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.

Performance

8(e) The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.

~~The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.~~

8(f) The school psychologist provides culturally competent and effective practices in all areas of school psychology service ~~delivery~~ (e.g. culturally sensitive assessment practices).

8(g) The school psychologist promotes fairness and social justice in school policies and programs.

8(h) The school psychologist is aware of their own biases, attitudes, and stereotypes and seeks to protect against their influence.

~~**Preventive and Responsive Services** The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.~~

Knowledge

~~6(a) The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.~~

~~6(b)6(a) The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.~~

Performance

~~6(c)6(a) The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.~~

~~6(d)6(a) The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.~~

~~6(e)6(a) The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.~~

Standard 9: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

9(a) The school psychologist understands research design, statistics, measurement, and various data-collection and analysis techniques.

9(b) The school psychologist understands how to evaluate and apply research as a foundation for service delivery statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.

9(c) The school psychologist understands program evaluation methods at the individual, group, and systems levels.

Performance

9(d) The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.

9(e) The school psychologist ~~demonstrates skills in~~ provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.

9(f) The school psychologist assists teachers in collecting meaningful student data.

9(g) The school psychologist applies knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
~~Home/School/Community Collaboration – The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.~~

Knowledge

~~The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family school interactions that impact student development.~~

~~The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.~~

~~The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.~~

~~The school psychologist understands methods to develop collaboration between families, schools, and community agencies.~~

Performance

~~The school psychologist demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social behavioral outcomes for students.~~

~~The school psychologist uses empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies regarding student learning, socialization, and mental health.~~
Standard 10: Legal, Ethical, and Professional Practice –The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

Knowledge

10(a) The school psychologist understands the history and foundations of school psychology.

- 10(b) The school psychologist understands multiple service models and methods.
- 10(c) The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.
- 10(d) The school psychologist understands current federal and state statutes and regulations pertaining to educational services.
- 10(e) The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

Performance

- 10(f) The school psychologist provides services consistent with ethical, legal, and professional standards.
- 10(g) The school psychologist engages in ethical and professional decision-making.
- 10(h) The school psychologist collaborates ~~with~~ and consults with other professionals regarding legal and ethical educational practices.
- 10(i) The school psychologist ~~demonstrates~~ applies professional ~~ism in their work~~ characteristics for effective practice, including (e.g., respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability).
- 10(j) The school psychologist demonstrates legal and ethical practices in communication and ~~the~~ use of technology.
- 10(k) The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.

~~**Research and Program Evaluation – The school psychologist understands research, statistics, and evaluation methods.**~~

Knowledge

- ~~9(a) The school psychologist understands research design, statistics, measurement, varied data collection and analysis techniques.~~
- ~~9(b)9(a) The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.~~
- ~~9(c)9(a) The school psychologist understands program evaluation methods at the individual, group, and systems levels.~~

Performance

- ~~9(d)9(a) The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.~~

~~9(c)9(a) The school psychologist provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.~~

~~The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.~~

IDAHO STANDARDS FOR SCHOOL SOCIAL WORKERS

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. These standards were adapted from the 2008¹⁵ Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. —Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

School Social Work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success. School social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. These standards reflect the values of our profession and current practice trends.

~~An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.~~

~~**Standard 1: Foundations of the professional school social worker —The competent school social worker is an advanced practitioner trained in mental health with a masters degree in social work, who provides services related to a person's social emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success.**~~

Knowledge - The competent school social worker:

- 1(a) Understands that state-issued social work license ensures ethical, legal, and professional social work practice in the P-12 educational setting~~school social work is an area of concentration built on the knowledge and competencies of graduate level social work education.~~
- 1(b) understands school social work is an area of advanced specialized practice built on the knowledge and competencies of a graduate level social work education;
- 1(c) values the importance of human relationships;
- 1(d) understands human behavior and social environment theories of typical and atypical development across the lifespan;

- 1(e) understands how atypical behavior and adverse experiences (i.e., trauma exposure, emotional and behavioral disorders) impact student, family, school and community functioning;
- 1(f) understands that engagement, assessment, intervention and evaluation are ongoing components of the dynamic and interactive process of school social work practice;
- 1(g) understands how their personal experiences and affective reactions may impact their effectiveness with students, families, schools and communities; and
- 1(h) understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in the educational setting.

~~1(a) —~~

~~1(b) — Understands how to improve academic and behavioral outcomes of students.~~

~~1(c) — Possesses skills and knowledge to ensure the delivery of scientifically supported services.~~

~~1(d) — Knows how to promote a positive school climate and culture.~~

~~1(e) — Knows how to maximize school-based and community resources.~~

~~1(f) — Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.~~

Performance — The competent school social worker:

~~1(g) — Uses knowledge to improve academic and behavioral outcomes of students.~~

~~1(h) — Utilizes skills and knowledge to ensure the delivery of scientifically supported services.~~

~~1(i) — Promotes a positive school climate and culture.~~

~~1(j) — Maximizes school based and community resources.~~

~~1(k) — Synthesizes and applies a broad range of interdisciplinary and multidisciplinary knowledge and skills.~~

Standard 2: Demonstrate Ethical and Professional Behavior~~Engagement, Assessment, Intervention, and Evaluation — The competent school social worker engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities for the enhancement of student learning and the educational system.~~

Knowledge - The competent school social worker:

2(a) understands the value base of the profession and its ethical standards;

2(b) understands relevant laws and regulations that may impact practice with students, families, schools and communities;

2(c) understands professional ethics delineated in the *National Association of Social Workers Code of Ethics*, *Code of Ethics for Idaho Professional Educators*, and Idaho Social Work licensing laws;

2(d) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work (i.e., HIPPA, FERPA);

- 2(e) recognizes personal values and the distinction between personal and professional values;
- 2(f) understands how their personal experiences and affective reactions influence their professional judgment and behavior;
- 2(g) understands the profession's history, its mission, and the roles and responsibilities of the profession;
- 2(h) understands the role of other professions when engaged in inter-professional teams;
- 2(i) recognizes the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective; and
- 2(j) understands emerging forms of technology and the ethical use of technology in school social work practice.
- ~~2(a) Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.~~
- ~~2(b) Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.~~
- ~~2(c) Understands how to help students work cooperatively and productively.~~
- ~~2(d) Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.~~
- ~~2(e) Understands dispute resolution strategies.~~
- ~~2(f) Is familiar with the diagnostic tools used by other professionals in the school.~~
- ~~2(g) Understands the use of assessment as a means to evaluate the student's social emotional/mental functioning, including:~~
- ~~• The child's physical, cognitive, and social-emotional development.~~
 - ~~• Family history and factors that influence the child's overall functioning.~~
 - ~~• The child's behavior and attitude in different settings.~~
 - ~~• Patterns of interpersonal relationships in all spheres of the child's environment.~~
 - ~~• Patterns of achievement and adjustment at critical points in the child's growth and development.~~
 - ~~• Adaptive behavior and cultural factors that may influence learning; understands the relationship between assessment, eligibility, and placement decisions, including the development of Accommodation, Behavior, Response to Intervention (RTI) and Individualized Education Plans (IEP).~~

Performance - The competent school social worker:

2(k) adheres to the professional ethical responsibilities delineated in the *National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators*, and Idaho Social Work licensing laws;

2(l) models and promotes ethical practices for confidential communication;

2(m) uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

2(n) demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;

2(o) uses technology ethically and appropriately to facilitate practice outcomes; and

2(p) uses supervision and consultation to guide professional judgment and behavior.

~~2(h) Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.~~

~~2(i) Uses empathy and other interpersonal skills.~~

~~2(j) Develops a mutually agreed-on intervention goals and objectives.~~

~~2(k) Collects, organizes, and interprets student data.~~

~~2(l) Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.~~

~~2(m) Selects and utilizes appropriate intervention strategies.~~

~~2(n) Initiates actions to achieve student learning outcomes.~~

~~2(o) Implements prevention interventions that enhance student and family capacities.~~

~~2(p) Helps students and families resolve problems.~~

~~2(q) Negotiates, mediates, and advocates for students, families and the school system.~~

~~2(r) Plans for and facilitates transitions and termination of services.~~

~~2(s) Critically analyzes, monitors, and evaluates interventions.~~

~~2(t) Uses diverse interview techniques and written communication with all persons within the student's environment.~~

~~2(u) Mobilizes the resources of the school and community to meet the needs of students and their families.~~

~~2(v) Assists in establishing expectations for student learning consistent with students' strengths and educational goals.~~

Standard 3: Engage Diversity and Difference in Practice~~Knowledge of human behavior and the social environment—The competent school social worker is knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. School social workers apply pertinent theories and knowledge to understand biological, social, cultural, psychological, and spiritual development.~~

Knowledge - The competent school social worker:

3(a) understands how diversity and differences characterize and shape the human experience, are critical to the formation of identity and shapes a student's approach to academic performance;

3(b) understands diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status;

3(c) understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;

3(d) understands the forms and mechanisms of oppression and discrimination; and

3(e) recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

~~3(a) Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.~~

~~3(b) Understands the effects of mental illness on students' ability to participate in learning.~~

~~3(c) Understands the person-in-environment context of social work.~~

~~3(d) Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.~~

~~3(e) Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.~~

~~3(f) Understands strength-based assessments and practices that support growth and development.~~

~~3(g) Understands the social-developmental history with its focus on the student's functioning within the educational environment.~~

~~3(h) Understands principles of and strategies for effective behavior, emotional and social management within the school environment.~~

~~3(i) Understands how people's attitudes within the educational environment influence behavior of individuals.~~

~~3(j) Understands the importance of parents'/guardians' participation in fostering students' positive development.~~

~~3(k) Understands the goals and objectives of educational organizations.~~

~~3(l) Understands how service learning and volunteerism promote the development of personal and social responsibility.~~

Performance - The competent school social worker:

- 3(f) applies and communicates understanding of the importance of diversity and differences in shaping life experiences in practice with students, families, schools and communities;
- 3(g) presents themselves as learners and engages others as experts of their own experiences;
- 3(h) applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations and systems; and
- 3(i) considers how diversity and differences impact student learning, academic success and achievement.
- ~~3(m) Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.~~
- ~~3(n) Critiques and applies knowledge to understand students in their educational, family and community environments.~~
- ~~3(o) Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.~~
- ~~3(p) Develops and implements empirically based prevention and intervention plans that enable the child to "respond to intervention" (RTI).~~
- ~~3(q) Provides individual, group, and/or family counseling and other services to enhance success in the educational process.~~
- ~~3(r) Provides crisis intervention counseling and other services to the school community.~~
- ~~3(s) Provides consultation to teachers, administrators, parents, and community agencies.~~
- ~~3(t) Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.~~
- ~~3(u) Implements appropriate areas of student IEP, accommodation, and behavior plans.~~
- ~~3(v) Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.~~

Standard 4: Advance Human Rights and Social, Emotional, and Environmental Justice~~Policy practice—The competent school social worker advances social and economic well-being and delivers effective social work services in the educational setting. School social workers, as systems' change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.~~

Knowledge - The competent school social worker:

4(a) understands methods of advocacy on behalf of students, families, school and communities;

4(b) understands that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education;

4(c) understands the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice; and

4(d) understands strategies designed to eliminate oppressive structural barriers to educational services are distributed equitably and human rights are protected.

~~4(a) Understands the interdisciplinary approach to service delivery within the educational environment.~~

~~4(b) Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.~~

~~4(c) Understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning.~~

~~4(d) Understands the school's role within the context of the larger community.~~

~~4(e) Understands the importance of audience and purpose when selecting ways to communicate ideas.~~

~~4(f) Understands how to work with administrators and other school personnel to make changes within the school.~~

~~4(g) Understands the organization and operation of safe school systems.~~

~~4(h) Understands school policies and procedures as they relate to student learning, safety and well-being.~~

Performance - The competent school social worker:

4(e) advocates for practices that advance social, economic and environmental justice in the educational setting;

4(f) involves students in identifying their strengths and needs to establish and attain their academic goals; and

4(g) empowers students, families, and educators to gain access to and effectively use school and community resources to enhance academic performance.

~~4(i) Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.~~

~~4(j) Collaborates with colleagues and clients for effective policy action.~~

~~4(k) Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.~~

~~4(l) Identifies and addresses gaps in services for students and families.~~

~~4(m) Engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.~~

Standard 5: Engage in Practice-informed Research and Research-informed Practice
~~Environmental contexts that shape practice—Competent school social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the educational settings are dynamic, and use knowledge and skills to respond proactively.~~

Knowledge - The competent school social worker:

5(a) understands evidence-based methods of individual, group, family, and crisis counseling;

5(b) understands quantitative and qualitative research methods in advancing the science of school social work and evaluating practice in the educational setting;

5(c) knows the principles of culturally informed and ethical approaches to building knowledge in the educational setting;

5(d) understands that evidence derived from multi-disciplinary sources guide school social work practice; and

5(e) understands the process for translating research findings into effective school social work practice and interventions

~~5(a) Understands systems theories as they relate to classrooms, schools, families, and community.~~

~~5(b) Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.~~

~~5(c) Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.~~

~~5(d) Understands how to develop long- and short-term empirically based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.~~

~~5(e) Understands how to integrate and use technology for assessments, interventions, and information management.~~

~~5(f) Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.~~

~~5(g) Understands how to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.~~

Performance - The competent school social worker:

5(f) uses practice experience and theory to inform research, scientific inquiry and employ evidence-based interventions;

- 5(g) uses research findings to evaluate and improve practice, policy, and social service delivery in the educational setting; and
- 5(h) uses evidence based knowledge in the development and implementation of individualized student support services (i.e., 504, IEP, LEP).
- ~~5(h) Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.~~
- ~~5(i) Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.~~
- ~~5(j) Facilitates collaborative relationships between general and special education systems to promote a unified system of education.~~
- ~~5(k) Develops long and short term empirically based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.~~
- ~~5(l) Integrates and uses technology for assessments, interventions, and information management.~~

Standard 6: Engage in Policy Practice~~*Empirically based practice – The competent school social worker engages in research-informed practice and practice-informed research. School social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery in the educational setting.*~~

Knowledge - The competent school social worker:

- 6(a) understands the interdisciplinary approach to service delivery within the educational environment;
- 6(b) understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning;
- 6(c) is informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice;
- 6(d) understands their role in policy development and implementation within the educational setting;
- 6(e) recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy within the educational setting;
- 6(f) understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation; and
- 6(g) understands school policies and procedures as they relate to student learning, safety and well-being.
- ~~6(a) Understands empirically based methods of individual, group, family, and crisis counseling.~~

- ~~6(b) Understands empirically-based methods of social work service delivery.~~
- ~~6(c) Understands the process of needs assessment, referral, and resource development.~~
- ~~6(d) Understands quantitative and qualitative research.~~
- ~~6(e) Understands scientific and ethical approaches to building knowledge.~~
- ~~6(f) Understands the use of empirically-based assessment and evaluation results to develop student interventions.~~

Performance - The competent school social worker:

- 6(h) collaborates with students, families, schools and communities for effective policy action;
- 6(i) engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress;
- 6(j) assesses how social welfare and economic policies impact the delivery of and access to social services; and
- 6(k) applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- ~~6(g) Uses practice in the educational setting to inform future research activities.~~
- ~~6(h) Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.~~
- ~~6(i) Uses evidence-based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.~~
- ~~6(j) Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.~~
- ~~6(k) Involves students in self-assessment activities to help them become aware of their strengths and needs to establish and attain their goals.~~

Standard 7: Engage with Students, Families, Schools, and Communities~~Advocacy—The competent school social worker advances student, family and human rights for social and economic justice within educational settings. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.~~

Knowledge - The competent school social worker:

- 7(a) understands strategies to effectively engage with students, families, schools and communities;
- 7(b) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate engagement;
- 7(c) understands theories and methods of communication; and
- 7(d) values principles of relationship-building and inter-professional collaboration.

- ~~7(a) Understands methods of advocacy on behalf of individuals, families, and school systems.~~
- ~~7(b) Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.~~
- ~~7(c) Understands the need to improve access to services and resources.~~
- ~~7(d) Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.~~
- ~~7(e) Recognizes the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights within the academic setting.~~

Performance - The competent school social worker:

- 7(e) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with students, families, schools and communities;
- 7(f) utilizes cultural sensitivity and humility when engaging a variety of audiences; and
- 7(g) uses empathy, dispute resolution, reflection, and interpersonal skills to effectively engage and build relationships.
- ~~7(f) Advocates for student, family and human rights and social and economic justice.~~
- ~~7(g) Engages in practices that advance social and economic justice.~~
- ~~7(h) Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.~~
- ~~7(i) Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.~~
- ~~7(j) Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.~~
- ~~7(k) Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.~~

Standard 8: Assess Students, Families, Schools, and Communities~~Diversity and cultural competence— The competent school social worker understands how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.~~

Knowledge - The competent school social worker:

- 8(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate assessment with students, families, schools and communities;

8(b) understands methods of and how to conduct assessments related to adaptive behavior, learning styles, high-risk behavior (i.e. truancy, suicide, homicide, substance use, etc.) and social emotional health;

8(c) recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration; and

8(d) understands diagnostic tools in the educational setting.

~~8(a) Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.~~

~~8(b) Understands the broad range of backgrounds and experiences that shape students' approaches to learning.~~

~~8(c) Understands how students' success is influenced by prior learning and the diversity factors listed above.~~

~~8(d) Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.~~

~~8(e) Understands the issues of second language acquisition and the immigrant experience.~~

~~8(f) Understands ways in which similar behaviors may have different meanings to people in different cultures.~~

~~8(g) Understands that, as a consequence of difference and diversity, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.~~

Performance - The competent school social worker:

8(e) collects and organizes data, and applies critical thinking to interpret assessment information;

8(f) utilizes effective oral and written communication;

8(g) applies knowledge of human behavior and the social environment, and other theoretical frameworks in the analysis of assessment data;

8(h) develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges; and

8(i) uses assessment data; research knowledge; and the values and preferences of students, families, schools and communities to identify appropriate interventions.

~~8(h) Considers the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.~~

~~8(i) Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.~~

~~8(j) Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.~~

~~8(k) Actively learns from and engages those with whom they work.~~

~~8(l) — Considers how these factors impact student learning, academic success and achievement.~~

Standard 9: Intervene with Students, Families, Schools, and Communities~~Critical Thinking—The competent school social worker is knowledgeable about the principles of logic, scientific inquiry, and professional judgment and their implications to student learning.~~

Knowledge - The competent school social worker:

9(a) — understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to develop effective interventions relevant to the educational setting;

9(b) — understands methods of identifying, analyzing and implementing evidence-informed interventions to achieve identified educational goals; and

9(c) — understands the importance of inter-professional teamwork and communication when implementing evidence-informed interventions with students, families, schools and communities.

~~9(a) — Understands how to analyze the usefulness of knowledge in specific situations.~~

~~9(b) — Understands how synthesis and communication of relevant information is pertinent to the educational setting.~~

~~9(c) — Understands how to integrate content knowledge for service delivery.~~

~~9(d) — Understands theories and methods of communication.~~

Performance - The competent school social worker:

9(d) — applies knowledge of human behavior and the social environment, and other theoretical frameworks in interventions;

9(e) — critically identifies and implements prevention strategies and interventions to achieve identified goals to enhance wellness and academic performance;

9(f) — brokers resources of the school and community to meet identified needs;

9(g) — provides counseling, crisis intervention and other services;

9(h) — uses inter-professional collaboration to achieve beneficial practice outcomes;

9(i) — facilitates effective transitions and endings that advance mutually agreed-on goals; and

9(j) — negotiates, mediates, educates, consults and advocates with and on behalf of students, families, schools and communities.

~~9(e) — Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.~~

~~9(f) — Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.~~

~~9(g) — Analyzes models of assessment, prevention, intervention, and evaluation.~~

- ~~9(h) Synthesizes and communicates relevant information as it pertains to the learning environment.~~
- ~~9(i) Uses supervision and consultation to determine best practice service delivery.~~
- ~~9(j) Utilizes theories and appropriate methods of communication when engaging a variety of audiences.~~

Standard 10: Evaluate Practice with Students, Families, Schools, and Communities~~*Ethical Practice—The competent school social worker conducts themselves ethically by applying ethical principles to guide professional practice and decision making within the educational setting.*~~

Knowledge - The competent school social worker:

- 10(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to evaluate outcomes;
- 10(b) recognizes the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness; and
- 10(c) understands how to interpret and utilize research to evaluate and guide professional interventions and educational program development.
- ~~10(a) Understands federal and state laws and regulations as they pertain to ethical school social work practice.~~
- ~~10(b) Understands the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.~~
- ~~10(c) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).~~
- ~~10(d) Understands the value base of the profession, its ethical standards, and relevant law.~~

Performance - The competent school social worker:

- 10(d) applies knowledge of human behavior and the social environment, person-in-environment and other theoretical frameworks in the evaluation of practice;
- 10(e) critically analyzes, monitors and evaluates intervention outcomes;
- 10(f) applies evaluation findings to improve practice effectiveness with students, families, schools and communities; and
- 10(g) selects and uses appropriate methods for evaluation of outcomes.
- ~~10(e) Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students' and families' rights.~~
- ~~10(f) Models and promotes ethical practices for confidential communication.~~
- ~~10(g) Manages personal values in a way that allows professional values to guide practice.~~
- ~~10(h) Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.~~

- ~~10(i) Tolerates ambiguity in resolving ethical conflicts.~~
- ~~10(j) Applies strategies of ethical reasoning to arrive at principled decisions.~~
- ~~10(k) Collaborates with other educational professionals in an interdisciplinary and ethical manner.~~

~~**Standard 11: Identifies as a professional school social worker and conducts oneself accordingly—School social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.**~~

~~**Knowledge—The competent school social worker:**~~

- ~~11(a) Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.~~
- ~~11(b) Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.~~
- ~~11(c) Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.~~
- ~~11(d) Understands the importance of active participation and leadership in professional education and social work organizations.~~
- ~~11(e) Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.~~
- ~~11(f) Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.~~
- ~~11(g) Understands the significance of social work history.~~

~~**Performance—The competent school social worker:**~~

- ~~11(h) Advocates for student and family access to social work services in the educational setting.~~
- ~~11(i) Practices personal reflection and self-correction to assure continual professional development.~~
- ~~11(j) Attends to professional roles and boundaries within the context of the educational setting.~~
- ~~11(k) Demonstrates professional demeanor in behavior, appearance, and communication.~~
- ~~11(l) Engages in career-long learning.~~
- ~~11(m) Uses supervision and consultation.~~
- ~~11(n) Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.~~

~~Participates in professional activities and organizations that promote and enhance school social work practice.~~

IDAHO STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

All speech-language pathology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all speech-language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for speech-language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective speech language pathologists. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard I: Degree – The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program – All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study – The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

Standard IV: Knowledge Outcomes

Standard IV-A – The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

Standard IV-B – The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C – The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;

- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

Standard IV-D – For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E – The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F – The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G – The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H – The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.

- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition

of essential clinical skills. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F – Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment – The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship – The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

Standard VII-A: Clinical Fellowship Experience – The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

Standard VII-B: Clinical Fellowship Mentorship – The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be

provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to:

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

**DEPARTMENT OF EDUCATION
JUNE 19, 2019**

SUBJECT

Temporary and Proposed Rule, IDAPA 08.02.03, Rules Governing Thoroughness
– Extended Content Standards and Science Assessment

REFERENCE

April 2008	Board approved the temporary and proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.
August 2008	Board approved pending rule Docket 08-0203-0802, incorporating by reference the Idaho Extended Content Standards.
August 2017	Board adopted revised Idaho Science Content Standards.
August 2017	Board approved pending rule Docket 08-0203-1703, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards Core Content Connectors in ELA and Math.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105 and 33-1612, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

This temporary and proposed rule updates IDAPA 08.02.03, Rules Governing Thoroughness, subsections 004.05 and 111.06. This temporary rule is required to comply with governing law.

Subsection 004.05

The Idaho Extended Content Standards in science are not currently aligned with the Idaho Content Standards for science adopted in 2017. Both the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) require that content standards for all students, regardless of cognitive ability, to be aligned with general education standards. This temporary and proposed rule will replace the Idaho Extended Content Standards in Science with the Idaho Content Standards Core Content Connectors-Science (subsection 004.05).

The purpose of the Core Content Connectors (Connectors) is to identify the most salient core academic content in science found in the Idaho Content Standards. The Connectors identify priorities for the instruction of students identified as having significant cognitive disabilities and align with the alternate assessment. They illustrate the necessary knowledge and skills students with significant cognitive

disabilities need to reach the learning targets or critical big ideas within the state standard.

The Connectors were developed by a team of Idaho science and special educators to promote how students with significant cognitive disabilities can engage in the Idaho Content Standards while following the learning progression. They have the following characteristics:

- Sequenced to help guide meaningful instruction for students with significant cognitive disabilities and lead to enduring skills in successive grades;
- Written as outcome based, which provides a description of what students should know and do;
- Written with high level of expectations for students with significant cognitive disabilities; and
- Align to grade-level standards to provide access to the general curriculum. Connectors are designed to contribute to a fully aligned system of content, instruction, and assessment.

Subsection 111.06

Under ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8., states are required to have challenging academic content and achievement standards and to administer assessments aligned to these standards to all students. Further, ESEA Section 111(b)(2)(B)(v) requires that states administer the science assessment at least once in grade bands 3-5, 6-9, and 10-12. Idaho currently administers the science assessment in grades 5 and 7 and as an end of course assessment in biology or chemistry at the high school level.

With the adoption of updated science content standards in 2017, the state must develop and administer a new assessment aligned to the new standards. After engagement with stakeholders during the development of the updated science content standards, and in ongoing engagement since the adoption, stakeholders including educators, administrators, and parents agree the science standards are structured in a spiraled sequence that build on the skills in grade bands 3-5, 6-8, and high school.

Engagement conversations between the Department of Education (Department) and these stakeholders have focused on administering assessments at the end of each of the grade bands (elementary school, middle school, and high-school), as this timeframe allows for teaching and learning progression of the standards in elementary, middle, and high school, while recognizing course sequences of the science domains (earth science, physical science, and life science) that vary across the state's local education agencies. Secondary teachers contributed perspectives on not limiting the high school science assessment to a single science domain (e.g. life science, or earth science), as it restricts the value of a well-rounded science education and preparation of Idaho's students in necessary science skills and knowledge.

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This temporary and proposed rule changes the administration of the grade band 6-9 test from grade 7 to grade 8 (subsection 111.06.h-i). Additionally, the course-specific end of course science assessment (subsection 111.06.n) is replaced by a single science assessment administered in grade 11 (subsection 111.06.l). The administration of an assessment in grade 11 complies with ESEA Section 1111(b)(2), which specifies all students be assessed on the same set of standards. The current end of course assessment in biology or chemistry does not meet this requirement.

IMPACT

The adoption of this temporary and proposed rule ensures that students with the most significant cognitive disabilities will receive instruction and assessment aligned with general education standards as required by IDEA and ESEA. Additionally, a science assessment aligned to Idaho science content standards administered in grades 5, 8, and 11 will ensure Idaho's comprehensive assessment program is compliant with ESEA. Failure to comply with federal assessment requirements as outlined can result in the withholding of Title I administrative funds by the US Department of Education. The Department has a condition on Title I funds pending progress on the development of a high-quality science assessment.

ATTACHMENTS

Attachment 1 – Proposed Rule Text, IDAPA 08.02.03
Attachment 2 – Idaho Core Content Connectors - Science
Attachment 3 – Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a stand alone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and may circumvent the formal negotiated rulemaking process that takes place prior to a proposed rule being brought forward to the Board.

To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This temporary rule complies with the requirement that it is necessary to come into compliance with governing law or federal programs.

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Once approved by the Board, the proposed rule is then published in the administrative bulletin and a 21-day public comment period commences. Unlike the negotiated rulemaking process, the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Following the close of the public comment period, changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board it is published again in the Administrative Bulletin as a pending (final) rule and forwarded to the Legislature for consideration.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Core Content Connectors – Science, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve temporary and proposed amendments to IDAPA 08.02.03 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(4-5-00)

001. TITLE AND SCOPE.

- 01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
- 02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.
(4-5-00)

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.
(3-15-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”
(4-5-00)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:
(3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>.
(3-29-10)

- a.** Arts and Humanities Categories: (3-24-17)
- i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)
- ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
- iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)
- iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)
- v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)
- vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
- vii.** World languages, as revised and adopted on August 11, 2016. (3-24-17)
- b.** Computer Science, adopted on November 28, 2016. (3-24-17)

- c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on August 10, 2017. (3-28-18)
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)
- m. Career Technical Education Categories: (3-29-17)
 - i. Agricultural and Natural Resources, as revised and adopted on August 16, 2018. (4-11-19)
 - ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)
 - iii. Engineering and Technology Education, as revised and adopted on August 16, 2018. (4-11-19)
 - iv. Health Sciences, as adopted on August 16, 2018. (4-11-19)
 - v. Family and Consumer Sciences, as revised and adopted on August 16, 2018. (4-11-19)
 - vi. Skilled and Technical Sciences, as revised and adopted on August 16, 2018. (4-11-19)
 - vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-17)

05. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

~~0605.~~ **The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education ~~on August 10, 2017.~~ Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (~~3-28-18~~)

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

c. Science, as adopted by the State Board of Education on June 19, 2019. ()

~~0706.~~ **The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

~~0807.~~ **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)

~~0908.~~ **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)

~~1009.~~ **The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-11-19)

BREAK IN CONTINUITY OF SECTIONS

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (4-2-08)

02. Purposes. The purpose of assessment in the public schools is to: (3-15-02)

a. Measure and improve student achievement; (3-15-02)

b. Assist classroom teachers in designing lessons; (3-15-02)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

e. Inform parents and guardians of their child's progress; (3-15-02)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

g. Identify performance trends in student achievement across grade levels tested and student growth

over time; and (3-15-02)

- h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-29-12)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-2-08)

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-29-17)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-7-11)

a. Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (4-7-11)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (4-7-11)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-29-17)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

- c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-11-15)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; ~~Idaho Alternate Assessment~~; ~~Idaho English Language Assessment~~. (3-29-17)
- g. Grade 6 - Grade 6 Idaho Standards Achievement Tests, ~~Idaho Alternate Assessment~~ in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- h. Grade 7 - Grade 7 Idaho Standards Achievement Tests, ~~Idaho Alternate Assessment~~ in English language usage, and mathematics, ~~and science~~, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- i. Grade 8 - National Assessment of Educational Progress; ~~Grade 8 Idaho Standards Achievement Tests in English language usage~~, ~~and~~ mathematics, and science; ~~Idaho Alternate Assessment~~; ~~Idaho English Language Assessment~~. (3-29-17)
- j. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- k. Grade 10 - High School Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- l. Grade 11 ~~High School Idaho Standards Achievement Test in science~~, Idaho Alternate Assessment, Idaho English Language Assessment, college entrance exam. (3-29-17)
- m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)
- n. ~~Students are required to take a high school End-of-Course Assessment in science provided by the state and administered by the district as applicable to the course completed by the students.~~ (3-29-17)
- 07. Comprehensive Assessment Program Schedule. (5-3-03)**
- a. The Idaho Reading Indicator will be administered in accordance with Section 33-1615, Idaho Code. (3-29-17)
- b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)
- c. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (4-11-15)
- d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)
- e. Idaho's English Language Assessment will be administered in a time period specified by the State

Board of Education. (3-29-17)

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; and (3-29-12)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-29-12)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. Test Security, Validity and Reliability. (4-2-08)

a. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (4-2-08)

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (4-2-08)

12. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (4-2-08)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-29-17)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

- v. Health. (3-15-02)
- vi. Humanities. (3-15-02)

BREAK IN CONTINUITY OF SECTIONS

IDAHO EXTENDED CONTENT STANDARDS

CORE CONTENT CONNECTORS

SCIENCE



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

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Introduction

The *Idaho Content Standards in Science* are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world. This document contains the *Idaho Extended Content Standards in Science*. The *Idaho Extended Content Standards in Science* are aligned with the *Idaho Content Standards in Science*, but have been reduced in depth and complexity, as is appropriate for students with the most significant cognitive impairments who qualify to participate in the Idaho Alternate Assessment. At the standard level, the *Idaho Extended Content Standards* are referred to as *Core Content Connectors*, signifying that the *Idaho Extended Content Standards* are “connected to the core content” of the *Idaho Content Standards in Science*.

Organization of the Standards

Kindergarten through Grade 2

The *Idaho Content Standards in Science* for students in kindergarten through grade 2 are broad and foundational. This makes them relevant and meaningful for all students, including those with the most significant cognitive impairments. Therefore, the *Core Content Connectors* for kindergarten through grade 2 are exactly the same as the performance standards outlined in the *Idaho Content Standards in Science* for the same grades. In kindergarten through grade 2, the *Core Content Connectors* are organized in tables with the header rows as illustrated below:

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
<p>The Science Domains include the following:</p> <ul style="list-style-type: none"> Physical Science Life Science Earth Science 	Categories specific to each science domain.	Description of the performance standard, including the numbering convention.	Statement summarizing the supporting content for each standard.

The numbering convention for the kindergarten through grade 2 *Core Content Connectors* also mirror those found in the *Idaho Content Standards in Science*, as illustrated below:

Science Domain	Unit	Grade Level	Standard Number	Numbering Convention
Physical Science (PS)	2	K	1	PS2-K-1

Grade 3 through High School

The remaining *Idaho Extended Content Standards in Science* are organized into grades 3, 4, and 5; middle school; and high school. The *Core Content Connectors* for students in these grades are aligned with the *Idaho Content Standards in Science*, but have been reduced in depth and complexity as appropriate for students with the most significant cognitive disabilities. The *Core Content Connectors* for grades 3, 4, and 5; middle school; and high school are organized in tables with header rows as illustrate below:

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
The Science Domains include the following: <ul style="list-style-type: none"> Physical Science Life Science Earth Science 	Categories specific to each science domain.	Description of the performance standard, including the numbering convention.	Description of the Idaho Core Content Connector that is aligned with each Idaho General Education Performance Standard, including the numbering convention.	Statement summarizing the supporting content for each standard.

The numbering convention for the *Core Content Connectors* in grades 3, 4, and 5; middle school; and high school is illustrate below:

Core Content Connector	Science Domain	Unit	Grade Level	Standard Number	Numbering Convention
CCC	Physical Science (PS)	1	5	1	CCC-PS1-5-1

Kindergarten Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Physical Science	Motion and Stability: Forces and Interactions	PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Pushing or pulling can have different strengths and directions (e.g., the student pushes a ball in different ways.)
Physical Science	Motion and Stability: Forces and Interactions	PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it (e.g., the student pulls an object toward them).
Physical Science	Energy	PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.	Sunlight warms Earth's surface (e.g., the student moves into sunlight to get warm).
Physical Science	Energy	PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Umbrellas, canopies, and tents that minimize the warming effect of the sun (e.g., the student stands under a structure when too warm).
Life Science	Molecules to Organisms: Structure and Processes	LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	All animals need food to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Life Science	Molecules to Organisms: Structure and Processes	LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.	Living and non-living things have distinct characteristics (e.g., the student can differentiate between a plant and a rock).
Earth Science	Earth's Systems	ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.	Different types of weather occur during the 4 seasons.
Earth Science	Earth's Systems	ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Plants and animals interact with Earth's surface to meet their needs (e.g., a bird uses twigs and pine straw to make a nest and a tree's roots can break apart a rock).
Earth Science	Earth and Human Activity	ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Living things need specific resources (e.g., food water and shelter) from the land, and they typically live in places that have the things they need.
Earth Science	Earth and Human Activity	ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Certain kinds of intense weather events are more likely than others to occur in a given region.
Earth Science	Earth and Human Activity	ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Humans can make choices that determine how much they impact Earth with interacting with it's resources.

Grade 1 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Physical Science	Waves	PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Vibrating materials can make sound, and sound can make certain materials vibrate if held near the source.
Physical Science	Waves	PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	Illumination could be from an external light source or by an object giving off its own light. Different observations can be made in different areas using varying light sources.
Physical Science	Waves	PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	Some materials allow light to pass through them, others allow only some light through and others block all the light.
Physical Science	Waves	PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Devices can be used to send information over distances (a light source, a paper cup and string, or drum beats.)
Life Science	Molecules to Organisms: Structure and Processes	LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Humans can copy animals' and plants' structures to solve a problem (e.g., a lily pad's design can be used to create a raft for a human).

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Life Science	Molecules to Organisms: Structure and Processes	LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Offspring can tell their parents they need something by making certain noises or acting in a certain manner.
Life Science	Molecules to Organisms: Structure and Processes	LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	A pattern can be shown when plants and animals are born, grow, change, and expire.
Life Science	Heredity: Inheritance and Variation of Traits	LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Young plants and animals can look very similar to their parents, but do not exactly match.
Earth Science	Earth's Place in the Universe	ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	The moon revolves around Earth and Earth revolves around the sun.
Earth Science	Earth's Place in the Universe	ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	The number of hours of daylight during the summer season is more than the number of hours during the winter season.

Grade 2 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Physical Science	Matter and Its Interactions	PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Different types of materials can be grouped together based on observable features (e.g., color, texture, hardness, and flexibility).
Physical Science	Matter and Its Interactions	PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Determining the different properties of materials can help determine their varied purposes.
Physical Science	Matter and Its Interactions	PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Objects can be made of smaller pieces that can be taken apart and put back together.
Physical Science	Matter and Its Interactions	PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	After heating certain substances, they can be cooled back down to what they were originally. Other substances are permanently changed after heating or cooling.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	A plant will grow bigger when it is placed in the sun and given water.

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Animals can interact with plants to help pollinate them or spread their seeds (e.g., bee covered in pollen sucking the nectar from a flower).
Life Science	Biological Adaptation: Unity and Diversity	LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.	Plants and animals on land and in water have structures that help them survive in that habitat.
Earth Science	Earth's Place in the Universe	ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Natural Earth events can either occur very quickly or very slowly (e.g., comparing a lightning strike to a glacier melting).
Earth Science	Earth's Systems	ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Blowing wind and flowing water and move Earth particles and change the shape of Earth's surface.
Earth Science	Earth's Systems	ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Pictures and drawings of Earth from high up can show different land formations and bodies of water.

Grade 3 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Motion and Stability: Forces and Interactions	PS1-3-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	CCC-PS1-3-1 Identify forces as the cause of an object's movement.	Forces can cause an object to move and changes in forces can change that motion (e.g., students pushing on a wooden crate).
Physical Science	Motion and Stability: Forces and Interactions	PS1-3-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	CCC-PS1-3-2 Predict the cycle of motion for an object moving in a pattern.	Patterns of motion can be used to predict future motion (e.g., a child on a swing).
Physical Science	Motion and Stability: Forces and Interactions	PS1-3-3 Ask questions to determine cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other.	CCC-PS1-3-3 Describe how magnets interact with metal objects when they are not in contact with each other (e.g., place a paper clip two inches away from a magnet and slowly push the paper clip until the magnetic force pulls the paper clip to the magnet).	Some forces, such as electrical and magnetic forces, do not require objects to be in contact (e.g., for balloons, static electricity; for magnets, distance and orientation).
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS1-3-1 Construct an argument that some animals form groups that help members survive.	CCC-LS1-3-1 Determine how the group behavior helps the animals. (Note: Benefits might include obtaining food and protection).	Animals often form groups to help them survive.
Life Science	Inheritance and Variation of Traits	LS2-3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	CCC-LS2-3-1 Use evidence from graphics to identify similarities and differences between parents and their offspring.	Many of the traits of organisms are similar to those of their parents.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Inheritance and Variation of Traits	LS2-3-2 Use evidence to support the explanation that traits can be influenced by the environment.	CCC-LS2-3-2 Identify evidence that shows how the environment has influenced traits in plants and animals.	Some traits of organisms result from environmental factors, such as lack of food, water, and exercise (for animals).
Earth Science	Earth's Systems	ESS1-3-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	CCC-ESS1-3-1 Describe typical weather conditions expected during a particular season.	Specific seasons have typical weather conditions.
Earth Science	Earth's Systems	ESS1-3-2 Obtain and combine information to describe climates in different regions of the world.	CCC-ESS1-3-2 Describe the climate of a region of the world.	Different regions of the world have different climates.
Earth Science	Earth and Human Activity	ESS2-3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	CCC-ESS2-3-1 Match the preventative measure to the related weather hazard.	Humans can take steps to reduce the impact of weather-related hazards.

Grade 4 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Energy	PS1-4-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	CCC-PS1-4-1 Recognize that if two identical objects are moving at different speeds, then the one moving faster has more energy.	The faster a given object is moving, the more energy it has. (Note: A “given object” is important here. It is not about comparing the energy of different objects, but two identical objects at different speeds can be compared).
Physical Science	Energy	PS1-4-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	CCC-PS1-4-2 Identify examples of energy transferring from place to place (e.g., electrical energy becoming light energy in a lamp, electrical energy becoming heat energy in a microwave).	Energy can be transferred from place to place through sound, light, heat, or electricity.
Physical Science	Energy	PS1-4-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	CCC-PS1-4-3 Predict the motion of a stationary object when a moving object collides with it.	When a moving object collides with another object, energy is transferred and the motion changes.
Physical Science	Energy	PS1-4-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	CCC-PS1-4-4 Given a situation, identify the device that is used to convert energy from one form to another (e.g., in a flashlight, a battery converts chemical energy to light; in a fan, electrical energy is converted to motion energy).	Devices can convert energy from one form to another for a variety of uses.
Physical Science	Waves	PS2-4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and understand that waves can cause objects to move.	CCC-PS2-4-1 Identify how wave patterns (amplitude and wavelength) can cause objects to move.	Waves move in patterns that can differ in amplitude (height) and wavelength (spacing between waves) and understand that waves can cause objects to move.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Waves	PS2-4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	CCC-PS2-4-2 Identify the correct path light follows between a light source, the object, and the eye.	The reflection of light from objects and light entering the eyes allows the objects to be seen.
Physical Science	Waves	PS2-4-3 Generate and compare multiple solutions that use patterns to transfer information.	CCC-PS2-4-3 Describe how different sound patterns can convey different meanings.	Information can be transmitted in patterns through the use of multiple devices (e.g., Morse code, binary code, music).
Life Science	From Molecules to Organisms: Structure and Function	LS1-4-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	CCC-LS1-4-1 Identify the functions (survival, growth, behavior, and/or reproduction) of various plant and animal structures. (Note: Structures could include thorn, stem, roots, petal, heart, lungs, stomach, brain, skin, or skeleton).	Structures of organisms work together to sustain life.
Life Science	From Molecules to Organisms: Structure and Function	LS1-4-2 Use a model to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.	CCC-LS1-4-2 Identify an animal's response to a given environmental stimuli (e.g., ring a bell, a dog hears it and comes to the food bowl; a porcupine senses danger and bristles its quills at an enemy; a skunk senses danger and sprays).	Animals receive information through their senses, process the information in their brains, and respond.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-4-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	CCC-LS2-4-1 Sequence the producers, consumers, and decomposers in a food web.	Matter flows among organisms.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Place in the Universe	ESS1-4-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	CCC-ESS1-4-1 Describe how fossils in rock layers reveal changes in the landscape over time.	Patterns of rock formations and fossils in rock layers reveal changes in the landscape over time.
Earth Science	Earth's Systems	ESS2-4-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	CCC-ESS2-4-1 Use evidence (e.g., pictures, measurements, data) to show how erosion and/or weathering changes the landscape.	Erosion and weathering reshape the landscape over time.
Earth Science	Earth's Systems	ESS2-4-2 Analyze and interpret data from maps to describe patterns of Earth's features.	CCC-ESS2-4-2 Use map symbols to describe Earth's features.	Maps describe patterns of Earth's features.
Earth Science	Earth's Systems	ESS3-4-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	CCC-ESS3-4-1 Describe an energy source's effect on the environment.	Energy and fuels are derived from natural resources and their uses affect the environment.
Earth Science	Earth's Systems	ESS3-4-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	CCC-ESS3-4-2 Choose a design that would lessen the impact of a natural hazard on an environment (e.g., a raised house in an area prone to flooding).	Humans can take steps to reduce the impact of natural hazards.

Grade 5 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Matter and Its Interactions	PS1-5-1 Develop a model to describe that matter is made of particles too small to be seen.	CCC-PS1-5-1 Use a model to explain that matter is still present even when it too small to be seen (e.g., sugar dissolved in water is still present; thus, the water is sweet).	Matter still exists even when it is too small to be seen.
Physical Science	Matter and Its Interactions	PS1-5-2 Measure and graph quantities to provide evidence that, regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	CCC-PS1-5-2 Identify total weight data that show the total weight of matter before and after heating, cooling, or mixing materials.	Regardless of the type of change that occurs, the total weight of the matter stays the same.
Physical Science	Matter and Its Interactions	PS1-5-3 Make observations and measurements to identify materials based on their properties.	CCC-PS1-5-3 Make observations and match the materials based on their properties (e.g., color, hardness, solubility).	Different substances have different properties (e.g., color, texture, hardness).
Physical Science	Matter and Its Interactions	PS1-5-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	CCC-PS1-5-4 Use observations to determine if the mixing of two or more substances results in a new substance (e.g., baking cookies, making slime).	The mixing of two or more substances sometimes forms a new substance.
Physical Science	Motion and Stability: Forces and Interactions	PS2-5-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	CCC-PS2-5-1 Use observations to determine that objects, regardless of weight, fall toward Earth due to its gravitational force.	Gravity causes objects to fall toward Earth.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Energy	PS3-5-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and warmth) was once energy from the sun.	CCC-PS3-5-1 Trace the source of an animal's energy through a food chain back to the sun.	Energy in animals' food was once energy from the sun.
Life Science	From Molecules to Organisms: Structure and Function	LS1-5-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	CCC-LS1-5-1 Use data from investigations to identify that air and water are the main sources of growth materials for plants (e.g., essential vs. non-essential).	Plants acquire their material for growth chiefly from air and water.
Life Science	Biological Evolution: Unity and Diversity	LS2-5-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	CCC-LS2-5-1 Identify the environment in which the fossil animal or plant lived.	Some plants and animals that once lived are no longer alive, but fossils provide information about those plants and animals and their environment.
Life Science	Biological Evolution: Unity and Diversity	LS2-5-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	CCC-LS2-5-2 Determine which variation of the characteristic is most helpful to the animal in its current environment (e.g., birds: shape and size of beaks).	Sometimes, differences in the characteristics between individuals of the same species provide advantages.
Life Science	Biological Evolution: Unity and Diversity	LS2-5-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	CCC-LS2-5-3 Determine the needs of organisms that can survive in a habitat and/or needs of organisms that cannot survive in a habitat.	In a particular habitat, some organisms can survive and some cannot.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS2-5-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	CCC-LS2-5-4 Determine how the environment may need to change after a natural or manmade event in order for the organisms found there to survive.	When an environment changes, the organisms in the environment may be impacted.
Earth Science	Earth's Place in the Universe	ESS1-5-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	CCC-ESS1-5-1 Identify that the sun is the closest star to Earth.	The sun appears brighter because it is closer to Earth than other stars.
Earth Science	Earth's Place in the Universe	ESS1-5-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	CCC-ESS1-5-2 Use data and/or images to show that shadows can change in length and direction depending on the time of day in a predictable pattern. Use a graphical display to sequence up to four basic phases of the moon. Given a model, name the seasons.	Day and night, seasons, phases of the moon, and shadows follow a regular pattern.
Earth Science	Earth's Systems	ESS2-5-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	CCC-ESS2-5-1 Use a model to describe how an organism interacts with the land, water, or air in its environment.	All living things interact with the air, water, and land available on Earth.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Systems	ESS2-5-2 Describe and graph the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	CCC-ESS2-5-2 Using a model, identify where fresh water and salt water are found.	The majority of the water found on Earth is salt water. Fresh water is limited and found in various areas.
Earth Science	Earth's Systems	ESS3-5-1 Support, obtain, and combine information about ways that individual communities use science ideas to protect Earth's resources and the environment.	CCC-ESS3-5-1 Describe ways to protect Earth's resources and clean up the environment (e.g., place trash in the trash can).	People can take steps to protect Earth's resources and the environment.

Middle School Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Matter and Its Interactions	PS1-MS-1 Develop models to describe the atomic composition of simple molecules and extended structures.	CCC-PS1-MS-1 Use models to distinguish molecules as either simple molecules (such as oxygen) or extended structures (such as carbon dioxide).	Matter is made up of very small pieces called molecules, and within molecules there are atoms.
Physical Science	Matter and Its Interactions	PS1-MS-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	CCC-PS1-MS-2 Recognize that chemical changes involve changes in the molecules (atoms are rearranged), leading to a new material with properties that are different from the properties of the original substances.	Some materials interact to form new substances with new properties.
Physical Science	Matter and Its Interactions	PS1-MS-3 Gather and make sense of information to describe how synthetic materials come from natural resources and impact society.	CCC-PS1-MS-3 Gather information to identify the natural resources used to make a synthetic product (e.g., petroleum into plastics, aluminum into cans).	Natural resources can be used to make materials useful to society.
Physical Science	Matter and Its Interactions	PS1-MS-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	CCC-PS1-MS-4 Use a model to identify that the particles that make up an object move fast or slowly, depending on the temperature of the object.	Matter exists in various states (i.e., solid, liquid, and gas). The molecules in matter behave differently when heat is added or removed.
Physical Science	Matter and Its Interactions	PS1-MS-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	CCC-PS1-MS-6 Use presented evidence to determine if a reaction has released or absorbed thermal energy (e.g., fireworks).	Some chemical reactions release heat; others store heat.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	CCC-PS2-MS-1 Use models to predict how the motion of objects of the same size with different speeds will be affected when the objects collide.	When objects collide, they exert forces on each other that will affect their motion (e.g., collisions between balls or between a ball and a stationary object).
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	CCC-PS2-MS-2 Predict how the motion of objects with different masses will change when acted on by forces.	Unbalanced forces cause a change of motion. The amount of change depends upon the size of the force and mass of the object.
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	CCC-PS2-MS-3 Use data to make statements about the effect of distance on the interactions between magnets.	Some forces (e.g., magnetic forces) act at a distance without physical contact with an object.
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	CCC-PS2-MS-4 Predict how the motion of objects with different masses will change when acted on by forces.	Gravitational force exists between any two objects. The size of the force depends upon the mass of the object.
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	CCC-PS2-MS-5 Relate the orientation of magnets and the distance between them to the behavior of the magnets.	The behavior of magnets varies with changes in orientation, distance, and the strength of the magnet.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Energy	PS3-MS-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	CCC-PS3-MS-1 Use mass and speed data to determine the object with the greatest kinetic energy.	Kinetic energy (motion energy) is proportional to the mass of the object. Kinetic energy increases as speed increases.
Physical Science	Energy	PS3-MS-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	CCC-PS3-MS-3 Describe situations where thermal energy is transferred (e.g., if ice is added to a cup of water or if water in a pot is heated on a stove).	Heat can be transferred from one object to another. Humans have invented devices to “manage” this transfer.
Physical Science	Energy	PS3-MS-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	CCC-PS3-MS-4 Use temperature data to determine the changes of objects of the same material but different masses when heat is applied for a certain period of time.	Temperature is a measure of the average kinetic energy of matter.
Physical Science	Energy	PS3-MS-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	CCC-PS3-MS-5 Identify the motion energy transfer in presented examples (e.g., a ball that was moving begins to slow down, so this means that energy was transferred from the object).	When the motion energy of an object changes, the object may gain or lose energy, but the total energy is conserved.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Waves	PS4-MS-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	CCC-PS4-MS-1 Compare wave diagrams to identify differences in wavelength and amplitude.	Mechanical waves (water, sound, waves in a rope at the gym) have a repeating pattern, including amplitude, which demonstrates the energy of the wave.
Physical Science	Waves	PS4-MS-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	CCC-PS4-MS-2 Use models to recognize that light can be reflected, absorbed, or transmitted (light passes through the object).	Light waves can be reflected, transmitted, or absorbed by different materials.
Physical Science	Waves	PS4-MS-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	CCC-PS4-MS-3 Identify advantages or disadvantages of various means of communication.	Technological advances have improved our ability to communicate.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	CCC-LS1-MS-1 Use evidence to show that all living things are made up of one or more cells, which are the smallest units that can be said to be alive.	All living things are made up of one or more cells, which are the smallest units that can be said to be alive.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-2 Develop and use a model to describe the function of a cell as a whole and ways that parts of cells contribute to the function.	CCC-LS1-MS-2 Describe the function of one or more of the following cell parts: nucleus, chloroplast, mitochondria, cell membrane, and cell wall.	Cells are made up of parts with different functions that work together.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-3 Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.	CCC-LS1-MS-3 Use evidence to support a claim that groups of cells form tissues. Tissues come together to form organs, and multiple organs form organ systems.	The body is a group of systems working together to carry out body functions.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-4 Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.	CCC-LS1-MS-4 Use evidence to describe how living things share characteristics (e.g., response to the environment, reproduction, energy use, growth and development, life cycles, made of cells).	All living things have certain shared characteristics.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-5 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	CCC-LS1-MS-5 Use a model or diagram to show that during photosynthesis, sunlight is used to combine carbon dioxide and water into food molecules, which can be used or stored by the plant and oxygen is given off.	Plants take in matter (in the form of carbon dioxide and water), and use energy from the sun to produce food, and release oxygen into the environment through photosynthesis.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-6 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	CCC-LS1-MS-6 Describe how food must be broken down so that the nutrients can be absorbed by the organism.	Food moves through different processes to form new molecules that support growth and release energy.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	CCC-LS2-MS-1 Use data as evidence to show whether a population increases or decreases as a result of a change in the availability of resources in the ecosystem.	Organisms are dependent on interactions in their environment, including other living things and the physical environment.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	CCC-LS2-MS-2 Describe interactions among organisms across multiple ecosystems (e.g., how a predatory, land-based animal interacts with prey in water ecosystems).	There are a variety of interactions within and across ecosystems that may be competitive or mutually beneficial.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	CCC-LS2-MS-3 Complete a cycle to show the flow of energy within the ecosystem.	Energy cycles show how matter and energy is transferred within an ecosystem.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-4 Develop a model to describe the flow of energy through the trophic levels of an ecosystem.	CCC-LS2-MS-4 Use a food chain/web to complete an energy pyramid.	Food webs can be broken down into an energy pyramid, showing the energy available to organisms.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-5 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	CCC-LS2-MS-5 Use data to determine the effect on a population when a supply is limited due to environmental conditions.	Ecosystems are dynamic; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Heredity: Inheritance and Variation of Traits	LS3-MS-1 Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	CCC-LS3-MS-1 Describe that changes to gene structures can cause new traits that may be helpful or harmful.	Structural changes to genes lead to mutations that may be helpful or harmful.
Life Science	Heredity: Inheritance and Variation of Traits	LS3-MS-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	CCC-LS3-MS-2 Use a model to describe how asexual reproduction differs from sexual reproduction.	All organisms reproduce, either sexually and/or asexually. Asexual reproduction occurs from a single organism. Sexual reproduction leads to offspring that inherit traits from both their parents.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	CCC-LS4-MS-1 Given images of ancient and present-day organisms, describe how the organism changed over time (e.g., woolly mammoth and modern elephant).	Fossil records provide information about how living things have changed over time.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.	CCC-LS4-MS-2 Compare fossils with present-day organisms with similar characteristics.	Similarities and differences between various organisms living today and organisms in the fossil record.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-3 Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.	CCC-LS4-MS-3 Compare the similarities of organisms within a similar classification (e.g., genus, species).	Similarities in anatomical structures across multiple species can be used to identify relationships.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	CCC-LS4-MS-4 Describe a trait in a population that would help organisms survive in a specific environment (e.g., wolf surviving in Yellowstone Park better than in a desert environment).	Natural selection favors organisms that have traits that increase the likelihood of survival.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	CCC-LS4-MS-5 Use information to describe selective breeding as a process that allows the best traits to be chosen.	Humans have the ability to influence the characteristics that organisms have.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	CCC-LS4-MS-6 Given a description of an environment, identify the animals or plants within a species that are most likely to survive.	Natural selection favors the survival of organisms in a species with favorable traits.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Place in the Universe	ESS1-MS-1 Develop and use a model of Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	CCC-ESS1-MS-1 Use a model to identify Earth's seasons and relate them to Earth's tilt and revolution around the sun	Patterns of the motion of the sun, the moon, and stars in the sky can be observed, described, and predicted.
Earth Science	Earth's Place in the Universe	ESS1-MS-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	CCC-ESS1-MS-2 Describe the motions of all objects in the solar system that occur due to the gravitational force of the sun. Our solar system is within the Milky Way galaxy which is one of many galaxies.	Earth is part of the solar system, and gravity is the attractive force between objects in the system.
Earth Science	Earth's Place in the Universe	ESS1-MS-3 Analyze and interpret data to determine scale properties of objects in the solar system.	CCC-ESS1-MS-3 Use data to order the planets based on their size or distance from the sun.	Planets can be compared based on size, distance from the sun, and composition (e.g., hot versus cold, rocky versus gaseous).
Earth Science	Earth's Place in the Universe	ESS1-MS-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.	CCC-ESS1-MS-4 Identify the relative age of fossils based on their location in a column of rock layers.	Rock layers and the fossil record provide a way to organize Earth's history.
Earth Science	Earth's Systems	ESS2-MS-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	CCC-ESS2-MS-1 Describe how heat from Earth's core powers the rock cycle. Describe how the water cycle impacts the rock cycle (weathering and erosion).	Earth materials cycle through processes such as the rock cycle (which includes weathering and erosion).

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Systems	ESS2-MS-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	CCC-ESS2-MS-2 Given a scenario, describe which process (weathering, erosion, deposition) contributed to the change of Earth's surface.	Fast and slow processes (geoscience processes) shape and reshape the surface of Earth.
Earth Science	Earth's Systems	ESS2-MS-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	CCC-ESS2-MS-3 Use maps to show how the shapes of continents fit together as evidence of plate motions.	Data (maps, investigations of rocks and fossils) show that the surface of Earth consists of plates that have collided, spread apart and moved over time.
Earth Science	Earth's Systems	ESS2-MS-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	CCC-ESS2-MS-4 Describe the parts of the water cycle.	Water continually cycles through Earth's systems: among land, ocean, and the atmosphere.
Earth Science	Earth's Systems	ESS2-MS-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	CCC-ESS2-MS-5 Describe weather conditions to predict local weather patterns.	The movement of air masses causes changes in weather, including temperature, precipitation, and wind.
Earth Science	Earth's Systems	ESS2-MS-6 Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	CCC-ESS2-MS-6 Describe how climate is determined in an area based on location, shape of land, and distance from water.	Climates vary and are influenced by interactions involving sunlight, the ocean, the atmosphere, and landforms.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Human Activity	ESS3-MS-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.	CCC-ESS3-MS-1 Use data to explain why specific resources are limited.	Humans depend on a variety of natural resources for survival. These come from various parts of the world, and many are not renewable.
Earth Science	Earth and Human Activity	ESS3-MS-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	CCC-ESS3-MS-2 Classify natural hazards as “predictable” or “not yet predictable.”	Data from natural hazards (volcanic eruptions, earthquakes, tsunamis, severe weather, hurricanes, tornados, landslides, floods, and forest fires) can be used to help mitigate the harmful effects of future events.
Earth Science	Earth and Human Activity	ESS3-MS-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	CCC-ESS3-MS-3 Match human activities with their effect on Earth.	Human activities can alter the biosphere by damaging habitats.
Earth Science	Earth and Human Activity	ESS3-MS-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.	CCC-ESS3-MS-4 Link population increases to a greater need for consumption of resources.	Human population and the resources they use impact Earth systems.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Human Activity	ESS3-MS-5 Ask questions to interpret evidence of the factors that cause climate variability over time.	CCC-ESS3-MS-5 Use data (numerical, graphical, or pictorial) as evidence of rising temperatures over the last 100 years.	Human activities (by burning fossil fuels) and natural processes can alter the Earth which can lead to climate variability.

High School Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.	CCC-LS1-HS-1 Explain that the DNA in a cell's nucleus is the genetic code that creates proteins that determine a cell's function.	Living things are made up of a variety of types of cells that have different functions. The function of a cell is determined by its DNA, which is found in the cell's nucleus.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	CCC-LS1-HS-2 Use a model to explain the function of a body system and identify the major organ in the system.	Living organisms have systems that work together to maintain life. The organs that make up these systems carry out specific functions.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	CCC-LS1-HS-3 Sequence the steps in an investigation to show how an organism reacts to stimuli (e.g., eyes reacting to light, heart or lungs reacting to exercise).	Organisms, and the organs and cells within them, react to maintain an internal balance (homeostasis). [Note: The term "homeostasis" should not be used within items for the Low and Moderate levels.]
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	CCC-LS1-HS-4 Use a model to explain what happens during cell division.	Cell division and multiplication, which occurs through a process called mitosis, enable growth and the replacement of dead or damaged cells.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	CCC-LS1-HS-5 Use a model to identify the inputs that go into the plant (e.g., sunlight, water) and the outputs from the plant (e.g., food, oxygen) during photosynthesis (for example, fill in the missing part of the model).	Plants produce their food through a process called photosynthesis. Photosynthesis uses light energy to convert carbon dioxide and water into sugars plus released oxygen.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large, carbon-based molecules.	CCC-LS1-HS-6 Use a model to identify that the elements that make up sugar molecules can be used to form other molecules (e.g., amino acids, DNA, proteins).	Sugar molecules contain carbon, hydrogen, and oxygen. They are used to make other carbon-based molecules.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken, and the bonds in new compounds are formed, resulting in a net transfer of energy.	CCC-LS1-HS-7 Use a model of cellular respiration to explain the input and output of the process.	Cellular respiration converts oxygen and sugar into carbon dioxide, water, and energy.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-1 Use mathematical and/or computational representations to support explanations of factors that affect the carrying capacities of ecosystems at different scales.	CCC-LS2-HS-1 Use data to determine if the food supply present in an ecosystem can sustain a specified increase in the number of organisms, or populations of organisms, eating that food supply in an ecosystem.	Ecosystems have carrying capacities, which limit the numbers of organisms and populations they can support. Balance exists in organisms, populations, and ecosystems.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	CCC-LS2-HS-2 Use data or a graphical representation to describe the relationship between population size and the availability of resources in an ecosystem.	Balance (equilibrium) exists in organisms, populations, and ecosystems. Interactions within an ecosystem keep the numbers and types of organisms relatively constant. If a modest disturbance to an ecosystem occurs, it may return to its original status. Extreme changes can challenge the functioning of an ecosystem.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	CCC-LS2-HS-4 Create a food web that shows the movement of matter and energy within an ecosystem	Matter and energy flow through a food web (ecosystem) with only small fractions transferred from one level to another.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	CCC-LS2-HS-5 Given a model, describe the role of carbon during photosynthesis and respiration as it moves through the environment.	Photosynthesis and cellular respiration result in the cycling of carbon in the environment.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but that changing conditions may result in a new ecosystem.	CCC-LS2-HS-6 Classify natural and human-initiated changes in the physical environment that can affect a population.	Changes in the physical environment (e.g., landslides, floods, development) can lead to temporary or permanent changes to an ecosystem.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	CCC-LS2-HS-7 Identify actions that can be taken to preserve or restore the environment.	Human activity can change the environment. Many changes are harmful, but humankind can also take steps to preserve and restore the environment/ ecosystems.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-8 Evaluate the evidence for the role of group behavior on individual's and species' chances to survive and reproduce.	CCC-LS2-HS-8 Given a group behavior, explain how that behavior helps individuals and species survive and reproduce.	Group behavior has evolved because it can increase the chances of survival and reproduction.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Heredity: Inheritance and Variation of Traits	LS3-HS-1 Ask questions to clarify relationships about the roles of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	CCC-LS3-HS-1 Explain how traits (genes) are passed from one generation to the next through DNA.	DNA contains genetic information that is passed from parent (cell or organism) to offspring. The instructions for forming species' characteristics (traits) are carried in DNA.
Life Science	Heredity: Inheritance and Variation of Traits	LS3-HS-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	CCC-LS3-HS-2 Use a model to explain how new genetic combinations are a result of meiosis, DNA replication errors, or mutations caused by environmental factors.	Genetic variation can involve reproduction between two individuals and the process of meiosis (cell division).
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	CCC-LS4-HS-1 Using descriptions and pictures, determine the sequential development pattern from a fossil to a present-day organism.	Many organisms currently found on Earth are similar and can be traced back to common ancestors that lived very long ago.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	CCC-LS4-HS-2 Determine which factor (e.g., an inherited genetic variation, limited resources, organisms that were more fit to survive in an environment) resulted in a specific adaptation within a species.	Evolution explains the change across successive generations in a biological population.
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	CCC-LS4-HS-3 Given a scenario of similar organisms with different traits, predict which organism will likely survive (e.g., birds with different shaped beaks trying to eat insects).	Organisms with traits that are advantageous and affect survival are more likely to reproduce, and thus become more common in the population.
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	CCC-LS4-HS-4 Use evidence to explain that organisms that survive can pass on beneficial traits.	Natural selection is the result of the survival of organisms with traits that increase the survival rate and the production of more offspring.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	CCC-LS4-HS-5 Describe an environmental change that will result in changes in the population of organisms.	Changes in an environment favor the survival of some organisms over others and can support the emergence of new species.
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	CCC-LS4-HS-6 Use data (pictorial, graphical, or tabular) to determine the effectiveness of a strategy to protect a species.	Human activity often changes the physical environment in ways that favor some species and harm others, sometimes leading to extinction.
Earth Science	Earth and Space Sciences	ESS1-HS-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	CCC-ESS1-HS-1 Use a model to explain that the energy released from the sun's core warms the Earth and provides the surface of the Earth with light.	Energy from the sun reaches the Earth.


Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Space Sciences	ESS1-HS-2 Construct an explanation of the current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	CCC-ESS1-HS-2 Use evidence to explain that the motion of distant galaxies is one way we know that the universe is expanding from its origin.	The expansion of the universe from its origins can be explained in multiple ways, one of which is the motion of distant galaxies.
Earth Science	Earth and Space Sciences	ESS1-HS-3 Communicate scientific ideas about the way stars, throughout their life cycles, produce elements.	CCC-ESS1-HS-3 Use a model to explain that stars produce elements (including hydrogen, helium, and iron) during their life cycles.	Stars, throughout their life cycle, produce elements.
Earth Science	Earth and Space Sciences	ESS1-HS-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	CCC-ESS1-HS-4 Use data to predict the motion of an object with a consistent orbit.	Data can be used to predict the motion of orbiting objects in the solar system.
Earth Science	Earth and Space Sciences	ESS1-HS-5 Evaluate evidence of past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	CCC-ESS1-HS-5 Explain that the youngest rocks are formed as tectonic plates move apart.	The theory of plate tectonics and evidence from movements of continental and oceanic plates can be used to explain the ages of crustal rocks.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Space Sciences	ESS2-HS-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	CCC-ESS2-HS-1 Use models to demonstrate the results of surface and internal processes (e.g., mountains, valleys, sea mounts, volcanoes).	Changes to Earth's continental and ocean-floor features are caused by Earth's internal and surface processes over time.
Earth Science	Earth and Space Sciences	ESS2-HS-5 Plan and conduct an investigation of the properties of water and its effects on Earth's materials and surface processes.	CCC-ESS2-HS-5 Use a model to explain how water changes Earth's materials and surface processes through erosion.	Water affects Earth's materials and changes surface processes.
Earth Science	Earth and Space Sciences	ESS2-HS-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	CCC-ESS2-HS-7 Explain how life on Earth changes as Earth's systems change (Note: limit to common occurrences and simple cause/effect relationships).	Changes in Earth's systems and life on Earth occur simultaneously.
Earth Science	Earth and Space Sciences	ESS3-HS-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	CCC-ESS3-HS-1 Evaluate how the availability of natural resources and/or the occurrence of natural hazards influence human activity.	Human activity can be influenced by the availability of natural resources and occurrence of natural hazards.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Space Sciences	ESS3-HS-4 Evaluate or refine a technological solution that reduces the impacts of human activities on natural systems.	CCC-ESS3-HS-4 Predict how given technologies (e.g., recycling plants, devices to reduce emissions, etc.) will reduce the effect of human activities on natural systems based on a scenario.	Technology can be used to reduce the impacts of human activities on natural systems.
Earth Science	Earth and Space Sciences	ESS3-HS-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	CCC-ESS3-HS-5 Predict environmental change based on current climate data.	Data and evidence forecast the current and future rates of global or regional change that impact Earth systems.
Earth Science	Earth and Space Sciences	ESS3-HS-6 Use a computational representation to illustrate the relationships among Earth's systems and how those relationships are being modified due to human activity.	CCC-ESS3-HS-6 Use a model to explain the influence of two or more human activities on Earth's systems.	Illustrate the relationships among Earth's systems and how those relationships are influenced due to human activity.
Physical Science	Physical Sciences (Chemistry)	PSC1-HS-1 Develop models to describe the atomic composition of simple molecules and extended structures.	CCC-PSC1-HS-1 Use a model to show how atoms combine to form simple molecules (O ₂) or complex molecules (NaCl or CO ₂).	Matter is made up of single and complex molecules, and within molecules there are atoms.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Physical Sciences (Chemistry)	PSC2-HS-3 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	CCC-PSC2-HS-3 Identify increasing the amount of reactants or increasing the temperature as ways to speed up a chemical reaction.	Chemical reactions can be sped up by increasing the amount of reactants or by increasing the temperature.
Physical Science	Physical Sciences (Chemistry)	PSC2-HS-4 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	CCC-PSC2-HS-4 Recognize that when chemicals change, new material is formed after the reaction with equivalent mass/atoms before and after.	When substances change, mass is conserved (i.e., the masses before and after the reaction are present in different forms).
Physical Science	Physical Sciences (Physics)	PSP1-HS-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	CCC-PSP1-HS-3 Use models to predict how impact is minimized when protective components are included.	When objects collide, they exert forces on each other, which affects their motion. Some objects minimize force (e.g., bumper on a car, helmet on a football player.)
Physical Science	Physical Sciences (Physics)	PSP2-HS-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	CCC-PSP2-HS-5 Model magnetic behavior based on force (e.g., stronger magnets versus weaker magnets; number of paper clips one magnet can hold versus another.)	When two objects interact in a magnetic field, forces between the objects change due to the interaction.

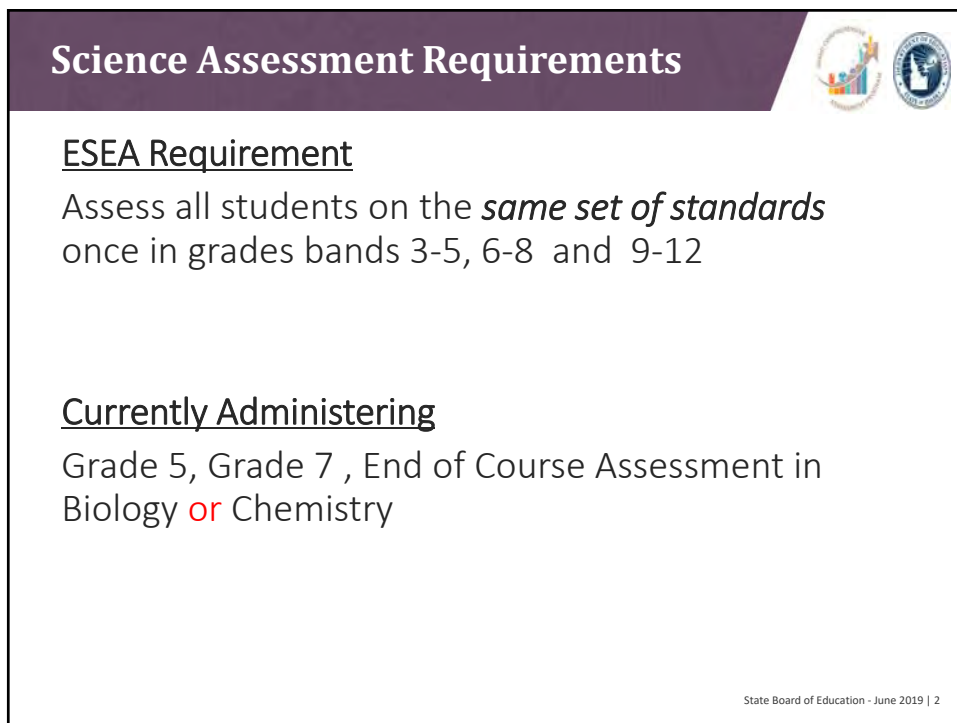
Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Physical Sciences (Physics)	PSP3-HS-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	CCC-PSP3-HS-1 Compare wave diagrams to identify differences in frequency, wavelength, and amplitude through media.	Mechanical waves (water, sound, waves in a rope at the gym) have repeating patterns (including amplitude, frequency, wavelength) that are impacted by the media (e.g., air, water) through which they travel.
Physical Science	Waves	PSP3-HS-2 Evaluate questions about the advantages of using digital transmission and storage of information.	CCC-PSP3-HS-2 Identify an advantage or disadvantage of a specific digital information technology.	Technological advances have improved our ability to store and transmit information. There are advantages and disadvantages to digital transmission and storage.



The cover slide features a purple and white design. On the left, a purple arrow points right, containing the text "Science Assessment", "State Board of Education", and "June 19, 2019". On the right, a photograph shows students at computers. Two circular logos are in the top left corner. A grey banner at the bottom contains the text "Supporting Schools and Students to Achieve" and "SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION".

Science Assessment
State Board of Education
June 19, 2019

Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



The slide has a purple header with the title "Science Assessment Requirements" and two circular logos on the right. The main content area is white with two sections: "ESEA Requirement" and "Currently Administering". The footer contains the text "State Board of Education - June 2019 | 2".

Science Assessment Requirements

ESEA Requirement
Assess all students on the *same set of standards* once in grades bands 3-5, 6-8 and 9-12

Currently Administering
Grade 5, Grade 7 , End of Course Assessment in Biology or Chemistry

State Board of Education - June 2019 | 2

Science Assessment Peer Review



2018 ESEA Peer Review Findings

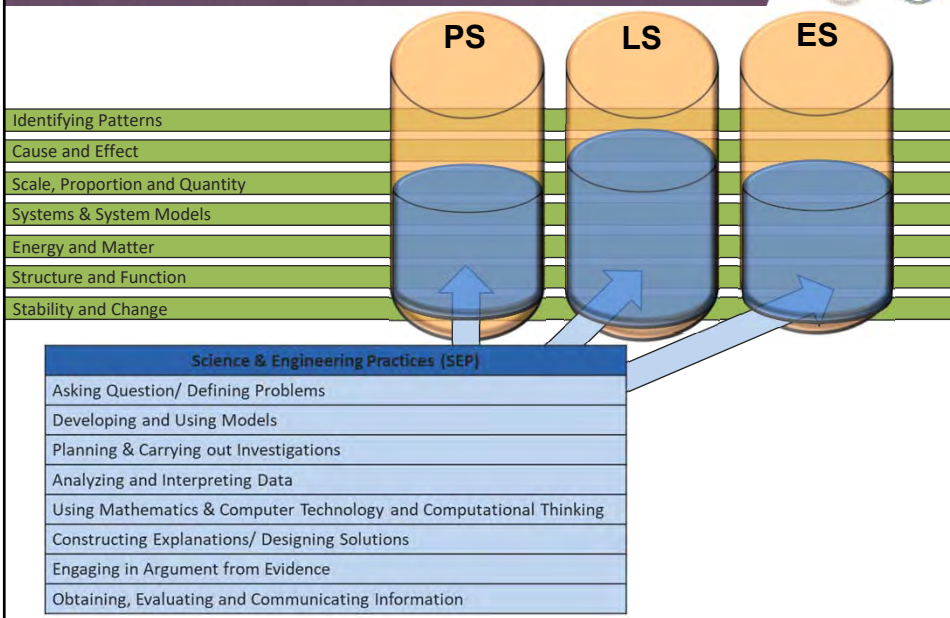
General Science Assessment partially meets requirements

- Out of compliance with ESEA
- Condition on Title 1 Funds
 - Pending development of new science assessment aligned to new standards

*Idaho will need to submit evidence to the US Department of Education in December 2020 for peer review of new assessment aligned to new standards.

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Modeling the New Idaho State Science Standards



Temp and Proposed Rule Change



Middle School: Move from Grade 7 to Grade 8

Course sequencing to ensure students have coverage of the content standards across domains

High School: Comprehensive assessment in Grade 11

Shared value/importance of science content
Students need 6 credits in science – 4 lab based credits

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Stakeholder Engagement



2016/2017: Science Standards Committee

August 2017: IASA Presentation on Standards and assessment considerations

October 2017: Standards Committee members reviewed new science assessment design ideas

2017/18: Assessment Advisory Committee

2018/2019: New Science Assessment Development with Idaho educators

2019: Assessment Roadshow Presentations

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Assessment Development



- One-time funding appropriated by legislature for assessment development in FY-2019
- Item sharing with CT, HI, OR, RI, UT, VT, WV & WY
- *Idaho Specific Assessment*
 - Idaho Educators
 - Idaho Bias and Sensitivity Committee

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Science Assessment Implementation Timeline



Spring 2020

- Field Test in Elementary, Middle School, High School

Spring 2021

- Operational assessment in Elementary, Middle School, High School
- Standard Setting (Summer 2021)

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**DEPARTMENT OF EDUCATION
JUNE 19, 2019**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Lewis-Clark State College Non-Traditional Route to Certification

REFERENCE

October 2017	Board approved the initial concept of a mastery-based program for teacher certification for individuals who meet the requirements of the Mastery-Based Route to Certification: Alternative Authorization – Content Specialist.
April 2018	Board approved the College of Southern Idaho's Alternative Authorization-Content Specialist, Mastery-Based Route to Teaching Program

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1201 – 33-1207, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness; Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

During its April 2019 meeting, the Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the proposed Lewis-Clark State College (LCSC) PACE Mastery-Based Pathway to Certification. Through the desk review, the Standards Committee found that the program as proposed met the requirements for the State Board-approved Mastery-Based Route to Certification: Alternative Authorization – Content Specialist. However, the Standards Committee expressed concern about whether or not this new program would meet the enhancement standards of the Idaho Standards for Initial Certification of Professional School Personnel. In addition, the Standards Committee discussed how this pathway may better fit as a non-traditional route.

The PSC voted to recommend conditional approval with reservations. The PSC recognized that the proposal aligns to the State Board-approved Mastery-Based Route to Certification: Alternative Authorization – Content Specialist, while acknowledging the PSC Standards Committee's concerns regarding the lack of evidence in meeting enhancement standards.

After receiving notice of the PSC's recommendation, LCSC met with PSC staff to discuss the concerns noted in the PSC motion. PSC staff also met with OSBE staff member Tracie Bent to discuss similarities between the Non-Traditional Route and the Mastery-Based Route to Certification: Alternative Authorization – Content

**DEPARTMENT OF EDUCATION
JUNE 19, 2019**

Specialist. Following these discussions, PSC staff gave LCSC the option to make an addendum to their request, re-categorizing the proposal under the Non-Traditional Route to certification.

LCSC submitted an addendum to their initial proposal, changing the program to a Non-Traditional Route to Certification.

IMPACT

This new program will enable LCSC to prepare educators through a non-traditional route in addition to the traditional and alternate routes to certification that are currently available through the institutions programs.

ATTACHMENTS

- Attachment 1 – LCSC AltCert Request for PSC
- Attachment 2 – LCSC AltCert Proposal Letter for PSC
- Attachment 3 – LCSC Appendix 1 Mastery-Based Pathway Crosswalk
- Attachment 4 – LCSC Addendum to Mastery-Based Route to Certification

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Administrative Code, IDAPA 08.02.02. non-traditional routes to certification must include, at a minimum, the following components:

- a. Pre-assessment of teaching and content knowledge;
- b. An academic advisor with knowledge of the prescribed instruction area;
- c. Exams of pedagogy and content knowledge; and
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel.

Currently, there are two approved non-traditional routes to certification. Approval of Lewis-Clark State College's proposal would add a third non-traditional route to certification. The Board will also have the opportunity to consider a fourth non-traditional route to certification proposed by the College of Southern Idaho on the Planning, Policy and Governmental Affairs agenda. Approval of the program as a non-traditional program is consistent with the PSCp discussion at their April 2019 meeting. Staff recommends approval.

BOARD ACTION

I move to accept LCSC's addendum proposal and to approve the proposed program as amended in Attachment 4 as a non-traditional route to certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW PROGRAM FOR CERTIFICATION REQUESTInstitution: Lewis-Clark State College Program Date of Submission March, 2019Name: PACE Mastery-Based Pathway Certification & Endorsement All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).Is this a request from an Idaho **public** institution?Yes X No If yes, on what date was the Proposal Form submitted to the State Board of Education? N/A**Section I:** Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Performance/Knowledge	Alignment of Danielson Framework & Modules
Standard 1 Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Performances. 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning. 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. Knowledge. 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows	Module A – Content methods and standard alignment Alignment: INTASC Standard 1* LCSC faculty will assess evidence of a candidate's ability to demonstrate: An understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas). The ability to design and implement developmentally appropriate and challenging learning experiences. The candidate: 1. Draws on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) (INTASC Standards 9 and 10 Embedded) 2. Seeks out information about learner interests to engage learners in developmentally appropriate learning experiences.

	<p>how to use instructional strategies that promote student learning.</p> <p>1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>Dispositions.</p> <p>1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p> <p>1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>1(j) The teacher takes responsibility for promoting learners' growth and development.</p> <p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>	<p>(1b) (INTASC Standard 9 Embedded)</p> <p>3. Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) (INTASC Standard 10 Embedded)</p> <p>INTASC Standard 1 Assessment Example:</p> <ol style="list-style-type: none"> 1. The candidate conducts a classroom (demographic) study to learn about the learners in the classroom (including information gathered from family, community, and school resources). Using the information from the study, the candidate develops a lesson-plan and assessments (formal & informal) with the express purpose of meeting the specific strengths and/or needs of learners in the classroom. 2. The candidate teaches the lesson (videoed) while being attentive to the developmental levels of the learners and modifies instruction based on formative assessment(s). 3. The candidate submits the video to their mentor/peer for feedback and discussion on how to improve learner growth & development in the classroom. 4. The candidate uses the feedback to adjust the lesson plan, and as appropriate reflect on teaching practice. <p>Artifacts: Demographic study results, Lesson plan, Video, Mentor/Peer feedback, Revised/scaffolded lesson, Journal/reflection</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 16 – 19.</p>
<p>Standard 2 Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Performances.</p> <p>2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing</p>	<p>Module A – Content Methods and Standard Alignment</p> <p>Alignment: INTASC Standard 2*</p> <p>LCSC faculty will assess evidence of a candidate's ability to demonstrate:</p> <p>Understanding of learner differences (particularly culture & community) to foster inclusive learning environments that enable each learner to meet high standards.</p> <p>The candidate:</p> <ol style="list-style-type: none"> 1. Draws upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and

	<p>learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>Knowledge.</p> <p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p> <p>Dispositions.</p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and</p>	<p>responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o) (INTASC Standard 9 Embedded)</p> <p>2. Recognizes how diverse learners process information and develop skills and incorporates multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Uses information on learners' language proficiency levels and incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2o; 8p) (INTASC Standard 9 Embedded)</p> <p>4. Includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) (INTASC Standard 9 Embedded)</p> <p>5. Applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g) (INTASC Standard 9 Embedded)</p> <p>INTASC Standard 2 Assessment Example:</p> <p><i>Assessment is continued from Standard 1, as this would be a summative for Module A</i></p> <p>*5. The candidate uses the mentor/peer feedback (and prior learner assessment and demographic study information) to create a series of new lesson plans focused on meeting additional learner needs.</p> <p>The new lessons need to include:</p> <ul style="list-style-type: none"> • Assessments and activities that provide learners the opportunity to demonstrate their learning in more than one modality. • Evidence of language acquisition and/or development considerations.
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	<p>various skills, abilities, perspectives, talents, and interests.</p> <p>2(n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>	<ul style="list-style-type: none"> • Connections to resources/supports needed by students who have been identified with specific learning differences. • Provisions for variances in pacing due to student ability/need. <p>6. The candidate teaches the lessons and works to adjust the instruction the lessons progress based on the needs identified.</p> <p>7. The candidate will submit at least one video to a mentor/peer for feedback specific to the effectiveness of supportive strategies for students with English development needs, and or other specific learning needs (e.g. IEPs, IFSPs, 504s, gifted, RtI, or and other legal requirements) as identified.</p> <p>8. The candidate will reflect on the feedback from the Mentor/Peer and provide a self-diagnostic regarding growth and specific learning relating to the module.</p> <p>Artifacts: Lesson plans, Student work samples, Video, Mentor/Peer feedback, Reflection</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 16 – 19.</p>
<p>Standard 3 Learning Environments</p> <p>The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Performances.</p> <p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p>	<p>Module B – Creating an environment that fosters college and career ready skills</p> <p>Alignment: INTASC Standard 3*</p> <p>LCSC faculty will assess evidence of a candidate's ability to demonstrate:</p> <p>Collaboration in creating learning environments that: foster college and career ready skills, support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>The candidate:</p> <ol style="list-style-type: none"> 1. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) (INTASC Standards 9 and 10 Embedded) 2. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) 3. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for

	<p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p>Knowledge.</p> <p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p>Dispositions.</p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in</p>	<p>others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a)</p> <p>4. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r)</p> <p>INTASC Standard 3 Assessment Example (Module B):</p> <ol style="list-style-type: none"> The candidate involves one or more classes in the development of a classroom learning plan paying particular attention to norms for: <ul style="list-style-type: none"> Self-management, Self-awareness, Interpersonal skills, Collaboration, Communication, Creativity, and Problem-solving The candidate will create a series of interactions for learners in the environment (e.g. learning contracts, group work) where the norms from #1 can be observed/evaluated. The candidate will solicit feedback from a mentor/peer to incorporate/modify norms based on school/district expectations and to promote growth, then finalize the classroom learning plan. The candidate will evaluate the learners during #2 and provide feedback to the learners on the college and career readiness skills. The candidate will require the learners to reflect on their motivation during the learning activities as well as effectiveness in using time, resources, communication, and in collaboration with peers. The candidate will reflect on learner responses and journal about the effectiveness of the impact and implementation of the college and career readiness skills in the classroom <p>Artifacts: Classroom learning plan, learner artifacts (learning contracts, groups, learner self-evaluations), Feedback on learner performance, Candidate journal.</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 21 – 23.</p> <p>Module C – Creating an environment for all learners</p> <p>Alignment: INTASC Standard 3*</p>
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	<p>exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>3(r) The teacher is a thoughtful and responsive listener and observer.</p>	<p>LCSC faculty will assess evidence of a candidate's ability to:</p> <p>Work collaboratively to create learning environments that: support individual and collaborative learning, active engagement in learning, self-motivation, and encourage positive social interaction.</p> <p>The candidate:</p> <ol style="list-style-type: none"> 1. Sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) (INTASC Standards 9 and 10 Embedded) 2. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) (INTASC Standard 10 Embedded) 3. Is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f; 3r) (INTASC Standard 10 Embedded) 4. Manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n) (INTASC Standard 10 Embedded) 5. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) (INTASC Standard 10 Embedded) 6. Provides opportunities for learners to use interactive technologies responsibly. (3g; 3m) (INTASC Standard 9 Embedded) <p>INTASC Standard 3 Assessment Example (Module C):</p> <ol style="list-style-type: none"> 1. The candidate plans at least three instructional activities that include two or more of the following (per activity): <ul style="list-style-type: none"> • Clear expectations • Whole group, small group, and individual work • Interactive technology • Transitions that vary in time, classroom space, and/or materials • Verbal and non-verbal communication • Connections to resources/individuals outside the classroom (preferably outside the U.S.A.) • Connections to cultural diversity
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		<p>After creating the instructional activities, the candidate and solicits feedback from a mentor/peer to ensure that the activities are addressing the specific needs of students in the classroom (this may include additional collaboration with SPED, ESL, Gifted, or other specialists).</p> <p>2. The candidate conducts the learning activities (videoed) during one or more classes.</p> <p>3. The candidate reviews the video looking specifically for evidence of;</p> <ul style="list-style-type: none"> • Clear communication with learners, • Communication among learners • Respect • Effective use of classroom time, resources, space • Active engagement in the activity/learning • Adjustments made to the environment • Adjustments made due to cultural or other differences (e.g. SES, race, language, etc.) <p>4. The candidate provides a reflective journal entry on successes and room for improvement in the classroom environment based on the video(s).</p> <p>Artifacts: Instructional activities, video(s), Candidate journal.</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 21 – 23.</p>
<p style="text-align: center;">Standard 4 Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><i>Performances.</i></p> <p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</p> <p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar</p>	<p style="text-align: center;">Module D – Differentiation and application of content Creating an environment for all learners</p> <p style="text-align: center;">Alignment: INTASC Standard 4*</p> <p>LCSC faculty will assess evidence of a candidate’s ability to demonstrate:</p> <p>Understanding of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches.</p> <p>The creation of learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>The candidate:</p> <p>1. Accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners. (4h; 4j; 4l; 5i)</p>

SDE	<p>concepts, and makes connections to learners' experiences.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.</p> <p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>Knowledge.</p> <p>4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p>Dispositions.</p> <p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p>	<p>2. Draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r; 9d) (INTASC Standard 10 Embedded)</p> <p>3. Uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (4a; 4j; 4n; 4r; 8e) (INTASC Standard 10 Embedded)</p> <p>4. Engages learners in applying methods of inquiry used in the discipline. (4c) (INTASC Standard 10 Embedded)</p> <p>5. Links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r) (INTASC Standard 10 Embedded)</p> <p>6. Models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)</p> <p>7. Consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g) (INTASC Standards 9 and 10 Embedded)</p> <p>INTASC Standard 4 & 5 Assessment Example:</p> <p>1. The candidate will create a unit of study (multiple lesson plans) that will include:</p> <ul style="list-style-type: none"> • A clear learning progression of content standards • Content from multiple (3 or more) perspectives • Opportunities for learners to practice inquiry and academic language • Instructional resources modified for instruction (by the candidate) • Points of connection for new concepts to prior knowledge • A requirement for learners to cite or support their conclusions/ideas with evidence. • Cross-disciplinary skills (5) • Questioning that challenges assumptions (5) • Critical & creative thinking (5)
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	<p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p>	<ul style="list-style-type: none"> • Connections to local and/or global issues (5) <p>2. The candidate will also provide evidence of the anticipation of learner misconceptions regarding the content.</p> <p>3. The candidate will solicit feedback from their mentor & incorporate the feedback into the unit (as appropriate).</p> <p>4. The candidate will instruct the unit (videoed)</p> <p>5. The candidate will watch their video and journal regarding the performances (4a – 4i)...</p> <p>Artifacts: Unit of study, mentor feedback, instructional resources (modified & original), misconceptions evidence, video, journal</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 24 – 26.</p>
<p>Standard 5 Application of Content</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Performances.</p> <p>5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking</p>	<p>Module D – Differentiation and application of content</p> <p>Alignment: INTASC Standard 5*</p> <p>LCSC faculty will assess evidence of a candidate's ability to demonstrate:</p> <p>Connection of concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>The candidate:</p> <p>1. Helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j) (INTASC Standard 10 Embedded)</p> <p>2. Engages learners in applying content knowledge and skills in authentic contexts. (5b) (INTASC Standard 10 Embedded)</p> <p>3. Engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m) (INTASC Standard 10 Embedded)</p> <p>4. Engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and</p>

	<p>inventive solutions to problems, and developing original work.</p> <p>5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas.</p> <p>Knowledge.</p> <p>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p> <p>Dispositions.</p>	<p>provides practice in both. (5e; 5h; 5n; 8h) (INTASC Standard 10 Embedded)</p> <p>5. Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (5h) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l) (INTASC Standard 9 Embedded)</p> <p>7. Structures interactions among learners and with local and global peers to support and deepen learning. (5p) (INTASC Standard 10 Embedded)</p> <p>INTASC Standard 4&5 Assessment Example:</p> <p><i>Assessment is continued from Standard 1, as this would be a summative for Module D some items for standard 5 are notated with the prior standard to improve readability and flow.</i></p> <p>5.(cont) The candidate will also reflect on their use of:</p> <ul style="list-style-type: none"> • academic language and content area literacy, and • resources for diverse student experiences with content. <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 27 – 29.</p>
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	<p>5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>	
<p>Standard 6 Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making for teachers and learners.</p>	<p>Performances.</p> <p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice</p>	<p>Module E – Designing instruction and assessment literacy</p> <p>Alignment: INTASC Standard 6*</p> <p>LCSC faculty will assess evidence of a candidate's ability to demonstrate:</p> <p>The use of multiple methods of assessment to engage learners in understanding their own growth, to monitor learner progress, and to guide decision making for both the candidate and learners.</p> <p>The candidate:</p> <ol style="list-style-type: none"> 1. Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) (INTASC Standard 10 Embedded) 2. Uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) (INTASC Standards 9 and 10 Embedded) 3. Participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c) (INTASC Standards 9 and 10 Embedded) 4. Engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s) (INTASC Standards 9 and 10 Embedded)

	<p>both to engage learners more fully and to assess and address learner needs.</p> <p>Knowledge.</p> <p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>Dispositions.</p> <p>6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p>	<p>5. Makes digital and/or other records of learner performance so that s/he can monitor each learner's progress. (6i) (INTASC Standard 9 Embedded)</p> <p>6. Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>7. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v) (INTASC Standard 9 Embedded)</p> <p>8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u) (INTASC Standard 9 Embedded)</p> <p>9. Differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically. (6k) (INTASC Standard 9 Embedded)</p> <p>INTASC Standard 6 Assessment Example:</p> <p>1. The candidate will design several formal as well as informal assessments** that:</p> <ul style="list-style-type: none"> • demonstrate alignment with learning objectives • permit the collection of performance data • are varied in scope, delivery, and type • are differentiated for learners who need accommodations in assessments or testing conditions <p>2. Work with a mentor/peer to evaluate the assessments and adjust as needed.</p> <p>3. After assessments are administered, work with a mentor/peer to evaluate the learner performance data to:</p> <ul style="list-style-type: none"> • adjust planning practices • determine learning needs, strengths, and to use to differentiate content, processes, and or/ products • prepare a plan for future assessment needs for the learners <p>4. Submit a reflective journal*** on:</p> <ul style="list-style-type: none"> • the process of creating assessments • the impact of the assessment bias on the learners • planning that has been impacted by learner performance data
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	<p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>	<ul style="list-style-type: none"> • how the use of technology is used to support assessment practices for engagement as well as addressing learner needs. <p>Artifacts: Candidate created assessments, adjusted assessments, notes/record of the interactions with the mentor/peer for assessment adjustment as well as learner performance data, Reflective journal, learner work samples (as appropriate)</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 30 – 33.</p> <p>**Assessments created for this portion of the assessment will be used as part of the “unit” creation to meet requirements for standard 7.</p> <p>***Reflective journal will also include components for Standard 8.</p>
<p>Standard 7 Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Performances.</p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.</p> <p>Knowledge.</p>	<p>Module E – Designing instruction and assessment literacy</p> <p>Alignment: INTASC Standard 7*</p> <p>LCSC faculty will assess evidence of a candidate’s ability to demonstrate:</p> <p>Instruction and planning that support every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>The candidate:</p> <ol style="list-style-type: none"> 1. Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g) (INTASC Standard 10 Embedded) 2. Plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners. (7a; 7c; 7k) (INTASC Standard 10 Embedded) 3. Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p) (INTASC Standard 9 Embedded) 4. Integrates technology resources into instructional plans. (7k; 7m; 8o; 8r) 5. Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows

SDE	<p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p>Dispositions.</p> <p>7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	<p>about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Uses data from formative assessments to identify adjustments in planning. (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p> <p>7. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p> <p>8. Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>9. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>10. Uses information from informal interactions with families to adjust his/ her plans and to incorporate home-based resources to provide further support. (7o; 7q) (INTASC Standards 9 and 10 Embedded)</p> <p>INTASC Standard 7 Assessment Example:</p> <p>1. The candidate will create a unit of study (or series of lessons as appropriate) by:</p> <ul style="list-style-type: none"> • selecting content, materials, & resources • instructional & classroom processes, • products • working collaboratively with at least one specialized teacher (e.g., special educators, language learning specialists, librarians, media specialists, etc.) • contacting parents/community members for relevance with culture/community and soliciting support <p>that are:</p> <ul style="list-style-type: none"> • relevant to the standards and learners in the class • provide evidences and opportunities for differentiation • sequenced to provide learners several ways to demonstrate knowledge, transfer, and mastery (as appropriate)
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		<ul style="list-style-type: none"> • informed by assessment data** • delivered collaboratively (one or more lessons), either synchronously or asynchronously with a specialized teacher <p>2. After the creation of the unit and during the instructional time-frame, the candidate will work to adjust the unit plans based on:</p> <ul style="list-style-type: none"> • assessment data** • student needs, • to enhance learning opportunities <p>Artifacts: Unit plan, evidence of collaboration, adjusted lessons for the unit plan, student work samples (as appropriate)</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 34 – 37.</p> <p>**Assessments created for Standard 6 are used in this portion of the assessment to make adjustments to the unit plan.</p>
<p style="text-align: center;">Standard 8 Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><i>Performances.</i></p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<p>Module E – Designing instruction and assessment literacy</p> <p style="text-align: center;">Alignment: INTASC Standard 8*</p> <p>LCSC faculty will assess evidence of a candidate’s ability to demonstrate:</p> <p>The use of a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to each other, and to build skills to apply knowledge in meaningful ways.</p> <p>The candidate:</p> <ol style="list-style-type: none"> 1. Directs students’ learning experiences through instructional strategies linked to learning objectives and content standards. (7k) (INTASC Standard 10 Embedded) 2. Makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m) 3. Prepares learners to use specific content-related processes and academic language (as appropriate to the learning objective). S/he also incorporates strategies to build group work skills. (4j) (INTASC Standard 10 Embedded) 4. Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses

	<p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>Knowledge.</p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p>Dispositions.</p> <p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p>	<p>instructional strategies to respond to those needs. (7j; 8b; 8l; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Seeks assistance in identifying general patterns of need in order to support language learners. (8k; 8m) (INTASC Standards 9 and 10 Embedded)</p> <p>7. Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r) (INTASC Standards 9 and 10 Embedded)</p> <p>8. Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q) (INTASC Standard 10 Embedded)</p> <p>9. Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q) (INTASC Standard 10 Embedded)</p> <p>10. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q) (INTASC Standards 9 and 10 Embedded)</p> <p>INTASC Standard 8 Assessment Example:</p> <p>1. The candidate will video at least one teaching experience from the "unit" developed for Standard 7 to demonstrate the use of instructional strategies that are appropriate for learners in the classroom.</p> <p>2. The video(s) will need to reflect the use of:</p> <ul style="list-style-type: none"> strategies to adapt instruction
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	<p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	<ul style="list-style-type: none"> • varied roles (e.g., instructor, facilitator, coach, audience) • multiple representations of content/skills taught and practiced • multiple forms of communication (e.g. speaking, listening, reading, writing) • Varied levels and purposes of questioning • Engagement with problem-solving • Use of technology <p>3. The candidate will write a reflective journal*** that defends the strategies used in the unit as well as the ways learners were involved in the learning process.</p> <p>Artifacts: Video, reflective journal***</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 37 – 40.</p> <p>***Reflective journal will also include components for Standard 8.</p>
<p>Standard 9 Professional Learning and Ethical Practice</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Performances.</p> <p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>Modules A – E as identified.</p> <p>Alignment: INTASC Standard 9*</p> <p>LCSC faculty will assess evidence of a candidate's ability to demonstrate:</p> <p>Engagement in ongoing professional learning.</p> <p>The use of evidence to evaluate practice of self and on others (e.g. learners, families, other professionals, and the community), and adaptation of practice to meet the needs of each learner.</p> <p>The candidate:</p> <p>1. Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) Evidenced through participation and successful completion of Modules A-E</p> <p>2. Completes professional learning processes and activities required by the state in order to meet re-certification or re-licensure requirements. (9b; 9k; 9nl; 10t) Evidenced through successful completion of Modules A-E</p>

	<p>9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p> <p>Knowledge.</p> <p>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.</p> <p>Dispositions.</p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p>	<p>3. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d) Module E</p> <p>4. Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l) Module E</p> <p>5. Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) Module D & E (e.g. Step 3 for Standard 5, step 5 for Standard 6)</p> <p>6. Gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) Module E</p> <p>7. Acts in accordance with ethical codes of conduct and professional standards. (9o) Module E</p> <p>8. Complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o) Module C</p> <p>9. Accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o) Module E</p> <p>10. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (9f) Modules C, D, & E</p> <p>11. Recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m) Modules B & E</p> <p>12. Accesses resources to deepen his/ her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e) Modules A, D, & E</p>
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	<p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>	<p>13. Reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l) Modules A, D, & E</p> <p>INTASC Standard 9 Assessment Example: <i>Since this Standard is embedded in the modules, indicators of successful completion are also embedded in the performance indicators for the other modules.</i></p> <p>Sample Examples: For number 3 above “The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)” evidence of the performance can be found in step 1 for Standard 7 and in step 4 in Standard 6</p> <p>For number 5 above “The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) evidence of the performance can be found in Modules A, D, & E (e.g. Step 1 for Standard 1, step 5 for Standard 2, step for 3 standard 4, step 3 for Standard 5, step 5 for Standard 6)</p> <p>Artifacts: The evidences of collaboration for the appropriate module assessment, Successful completion of the program.</p> <p>* <i>INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 41 – 44.</p>
<p>Standard 10 Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and</p>	<p>Performances.</p> <p>10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and</p>	<p>Modules A – E as identified.</p> <p>Alignment: INTASC Standard 9*</p> <p>LCSC faculty will assess evidence of a candidate’s ability to: Seek appropriate leadership roles and opportunities to take responsibility for student learning. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>The candidate:</p>

<p>community members to ensure learner growth, and to advance the profession.</p>	<p>supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p> <p>Knowledge.</p> <p>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative</p>	<ol style="list-style-type: none"> 1. Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) Modules A – E 2. Participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) Module B 3. Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) Module E 4. Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g) Modules A – E 5. Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) Modules A – E 6. Makes practice transparent by sharing plans and inviting observation and feedback. (10r) Modules A, D & E 7. Works to improve practice through action research. (10h) Modules A, C, D, & E <p>INTASC Standard 10 Assessment Example: <i>Since this Standard is embedded in the modules, indicators of successful completion are also embedded in the performance indicators for the other modules.</i></p> <p>Sample Examples: For number one above “The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r)” evidence of the performance can be found in Modules A – E (e.g. Steps 1 & 3 for Standard 1, steps 5 & 7 for Standard 2, step 3 for standard 3 (Module B), step 1 for standard 3 (Module C), step for 3 standard 4, step 3 for Standard 5, step 5 for Standard 6)</p> <p>For number five above “Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) evidence of the performance can be found in Modules</p>
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	<p>interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p> <p>Dispositions.</p> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>	<p>A – E and is documented through the successful completion of the performance assessments</p> <p>Artifacts: The evidences of communication and collaboration for each of the appropriate module assessments, Successful completion of the program.</p> <p><i>*INTASC Learning Progressions for Teachers</i> was used to as a framework for module development. Specific performance measures were taken directly from pps. 45 – 47.</p>
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Section II: New Program Course Requirements

The program proposed is an alternate route teacher certification program that incorporates experience, competency, and traditional Carnegie units.

1. Candidates are required to meet proposed levels of competency in their discipline according to the process involved for completion of the *Uniform Standard for Evaluating Content Competency Rubrics* developed by the Idaho State Board of Education.
2. Candidates will engage in five modules and complete a performance assessment using the pedagogy studied in the module. Successful completion of the performance assessment will meet the needs of pedagogical competency for the module and *INTASC Model Core Teaching/ Idaho Core Teaching Standards*. The modules are as follows;

Module A – Content methods and standard alignment

Module B – Creating an environment that fosters college and career ready skills

Module C – Creating an environment for all learners

Module D – Differentiation and application of content

Module E – Designing instruction and assessment literacy

3. Candidates are also required to complete a content knowledge assessment (Praxis II)
4. Candidates are required to complete the State of Idaho “*Common Summative Assessment*” using the *Danielson Framework for Teaching* in order to receive full certification.

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IDAPA Requirements for Alternative Authorization - Content Specialist	Board Approved Mastery-Based Alternate Authorization Program for Content Specialists	Lewis & Clark State College Alternate Authorization Program for Content Specialists
a. Initial Qualifications a) A candidate must hold a baccalaureate degree or have completed all the requirements of a baccalaureate degree except the student teaching or practicum portion.	Candidate must hold a baccalaureate degree at minimum.	Candidate must hold a baccalaureate degree at minimum.
b) The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.	The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.	The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. In cases where a candidate is not currently employed, A supporting district will work with LCSC to ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.
b. Alternative Route Preparation Program— College/University Preparation or Other State Board Approved Certification Program. a) At the time of authorization, a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;	At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.	At the time of authorization, a consortium comprised of a designee from the state board approved certification program (LCSC), and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.
b) The candidate must complete a minimum of nine (9) semester credit hours or its	The candidate must complete a minimum of five (5) self-paced, online	The candidate must complete the five performance (pedagogical) assessments either upon completion of the

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equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;	pedagogy modules. The consortium developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization.	self-paced online pedagogy modules or at any point the candidate requests to move forward. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered with opportunity to enroll on a monthly basis and will permit a candidate to enroll in as many modules as desired at a time.
c) At the time of authorization, the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;	At the time of authorization, an individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal and/or pass all content, pedagogy and performance assessment to receive a recommendation for certification.	At the time of authorization, an individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. As a condition of the learning plan, a candidate will provide evidence of a passing score on the Praxis test. If they do not have a passing score content coursework may be assigned to gain the requisite knowledge needed to pass the Praxis exam. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal and/or pass all content, pedagogy and performance assessment to receive a recommendation for certification.
d) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and	The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance and application of pedagogy throughout the program.	The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance through successful completion of the <i>Uniform Standard for Evaluation of Content Competency</i> as well as coursework as designated in the individualized leaning plan. Ongoing performance and application of pedagogy throughout the program are measured by the successful completion of the performance-based pedagogical assessments. In cases where a candidate's performance does not meet the competency requirement detailed feedback on strengths and weaknesses of the performance will be provided.
e) Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.	Prior to entering the classroom, the candidate shall meet the state qualifying score* on the mastery-based content assessment, the proposed <i>Uniform</i>	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i> .

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	<p><i>Standard for Evaluation of Content Competency.</i></p> <p>*If the candidate does not achieve required points, they may qualify for a Provisional Certificate while meeting additional requirements</p>	<p>In cases where the candidate does not meet the state qualifying score but qualifies for a Provisional Certificate while meeting additional requirements they may be permitted to continue in the program.</p>
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College Chair/Director/Dean (Institution): 

Date: 3/18/2019

Graduate Chair/Director/Dean or other official (Institution; as applicable): _____

Date: _____

Proposal to the Professional Standards Commission – Standards Committee

Lewis-Clark State College – Content Specialist Alternative Authorization

Mastery-Based Pathway to Certification

Introduction

Just over a year ago the State Board of Education issued reports and convened workgroups to illustrate the need for highly-trained instructors and well-prepared teachers to be developed due to the current status of the teacher pipeline in Idaho. Members at the October 2017 Board Meeting unanimously approved a competency-based pathway that could provide opportunities to address the current needs of districts where highly-qualified teachers are in desperate need. At the April 2018 Board Meeting the College of Southern Idaho (CSI) was provided conditional approval to begin offering a program in Region IV.

Lewis-Clark State College (LCSC) also desires to address the urgent need for pathways that will provide school districts access to highly-trained educators. We also reiterate the recommendation for cost-effective and time-efficient opportunities that can provide the best educational opportunities for students in Idaho. This proposed mastery-based route to certification augments the current traditional pathways offered at LCSC toward teacher certification as well as the existing alternative Pathways for Accelerated Certification and Endorsement (PACE) program. LCSC's Teacher Education Division seeks the opportunity to work with principals, superintendents, and communities in Idaho to develop partnerships where this mastery-based program can be implemented with success. The candidates prepared through this process will hold at minimum a four-year degree. They will also need to be supported by a school district and engage as a Content Specialist at a school as required by the Board approved program.

Program Proposal

In accordance with the *Alternative Authorization for Content Specialists (MAA-CS)* approved by the State Board of Education, the following three phases of implementation are proposed by LCSC:

- **Phase I - Proof of Content Knowledge and Individualized Learning Plans**
- **Phase II: Pedagogy Boot Camp, Professional Learning Community and Support**
- **Phase III: Mentoring and Performance Assessment**

Each phase of the proposed program adheres to the guidelines of the State Board of Education and is in full compliance with the *Idaho Standards for Initial Certification of Professional School Personnel* by meeting all of the requirements for the common summative assessment which is utilized by traditional preparation programs accredited by the state.

Phase I

Individuals or school districts may identify potential candidates for the program. If a school district requests a partnership for an uncertified teacher-of-record, or an individual applies to the program, LCSC will evaluate the applicant's qualifications using the *Uniform Standard for Evaluating Content Competency Rubric* (USECC Rubric). In cases where the applicant does not meet the minimum number of points required an individualized learning plan will be developed that will permit him/her to work toward candidacy.

If the applicant meets or exceeds the minimum number of points required LCSC will continue the application process toward candidacy by completing the following steps:

1. The candidate will take the appropriate Praxis exam (if not yet completed).
2. A school district (if not already identified) will partner with the candidate and LCSC for the mentorship as well as providing the documentation necessary to the Professional Standards Commission to obtain an interim certificate.
3. Candidates will commit to an intensive and rigorous individualized learning plan; and,
4. Candidates will agree to work with the support of a mentor.

Phase II

LCSC will establish cohorts of candidates based on the regional district classification used by the Idaho State Department of Education (Regions I – VI). These cohorts will provide the professional learning community for each region and will meet together no less than once each quarter to ensure candidates are progressing through the modules and to engage them in professional development, application of pedagogy, and developing rapport with LCSC faculty and peers. In cases where travel is prohibitive, or sufficient candidates are not available in an established region, the cohorts may be adjusted to ensure appropriate support and to strengthen the learning community. For the duration of a candidate's program a mentor will be available to provide support and timely feedback on teaching practice.

The pedagogical component of the program will be delivered online through LCSC's leaning management system. The content has been broken down into a set of five self-paced modules. The modules are aligned to the *INTASC Model Core Teaching Standards* and the *Framework for Teaching Clusters*. Modules are designed so that they can be taken independently, in any order, and as many as the candidate is comfortable taking at a time. Specific pedagogical instruction will be developed and provided to candidates, as appropriate, to ensure that the state specific requirement for ELA, literacy, and mathematics instruction are met. Modules will also address reading and writing in the content areas, and academic language. Please review [the attached document New Program for Certification Request](#) for specific details about the modules as well as alignments *Idaho Core Teaching Standards* outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Phase III

LCSC will require candidates to submit evidence of their practice for evaluation to meet the proof of competence in pedagogy. Each of the performance assessments will be reviewed and scored by individuals outside of the instruction and mentoring of the candidate. Feedback will be provided to the candidate based on the evaluation of the evidence submitted. Candidates will either receive a ‘pass’ on the assessment or receive a ‘no pass’ or ‘incomplete’ score. Additional targeted feedback, coaching, mentoring, and attempts will be provided in cases where candidates are not successful. **Sample performance evidence for each module/assessment is also noted in the attached document New Program for Certification Request.**

A ‘pass’ score for any of the modules will serve as the proof of pedagogy and meet the requirements for the *Idaho Core Teaching Standards*. Once all five performance assessments receive a ‘pass’ score the candidate will have completed the module portion of the program.

If a candidate has also demonstrated the required proficiency on the applicable *Praxis II* test to verify content knowledge a trained supervisor will complete the *Common Summative Assessment* (Danielson Framework) on the candidate. This assessment is required of all teacher candidates and successful completion will qualify the candidate for full standard certification.

An overview of the alignment (crosswalk of standards) between the *Framework for Teaching Clusters/ Common Summative Assessment* (Danielson) and alignment to *Idaho Core Teaching Standards* can be found in **Appendix 1 Mastery-Based Pathway Crosswalk for LCSC.**

Conclusion

This proposed program provides a more flexible and approachable pathway for certification than the current Carnegie Unit coursework-based programs;

- The entire program is tailored toward the needs of the individual as well as the specific environment where the candidate will teach.
- Modules are available to begin at any time in the year rather than courses that are constrained to a specific location and semester scheduling.
- Performance assessments are available and may be completed at any time. It is possible for an individual with strong pedagogical skills to become highly-qualified in less than a typical semester.
- LCSC’s Teacher Education Division has developed partnerships with many school districts across Idaho in conjunction with the PACE program and is committed to the development of highly-qualified teachers for all students in Idaho.
- The cost for the individualized learning program to the candidate is less than traditional, and many existing alternative preparation programs.

Development Time-line*

- Modules A and B will be fully developed by Fall 2019
- Modules C, D, and E will be fully developed by Spring 2020

**Note: This time-line for development will permit a candidate to complete the program in one academic year with future candidates having no prescribed “seat-time” requirement completion.*

Appendix 1 Mastery-Based Pathway Crosswalk for LCSC

LEWIS-CLARK STATE COLLEGE MASTERY-BASED PATHWAY TO CERTIFICATION CROSSWALK	
Streamlined Pedagogy Modules with alignment to the Framework for Teaching	Alignment to Idaho Core Teaching Standards
CONTENT METHODS AND STANDARDS ALIGNMENT Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes, resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities and assignments aligned to instructional purpose	#1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work and pride in that work	#3: Learning Environment - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
CREATING A LEARNING ENVIRONMENT FOR ALL LEARNERS Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 2c: All 2d: All 2e: All	#3: Learning Environment - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
DIFFERENTIATION AND APPLICATION OF CONTENT Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/ discussions, student discourse 3c: Intellectual challenge	#4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
DESIGNING INSTRUCTION AND ASSESSEMENT LITERACY Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All	#6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
STANDARDS #9 – Professional Learning and #10 – Leadership and Collaboration are embedded in select modules. Modules will be designed to integrate pedagogical concepts, that can be taken in any order, so candidates may flow into the course series at any point and exit the course series once all modules have been completed (or candidate has proven mastery based upon other measures) without being artificially time-bound by traditional coursework schedules.	

*Taken Directly from the PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION dated October 19,2017

LCSC Addendum to Mastery-Based Route to Certification
May 2019

Lewis-Clark State College would like to request that our original proposal for Alternative Authorization - Content Specialist - PACE Mastery-Based Pathway be changed to a Non-Traditional Route to Certification.

This change will permit our application to address the concerns voiced relative to enhancement standards by the Professional Standards Commission (PSC) after our initial application. For clarity, the following items would be acceptable for the non-traditional route.

1. During Phase I (Proof of Content Knowledge and Individualized Learning Plans) of the process applicants would provide the following for evaluation:

- A baccalaureate in the specific content area for endorsement; or,
- Evidence that he/she qualifies for the required number of points on the *Uniform Standard for Evaluating Content Competency Rubric* (USECC Rubric).

Applicants would also be expected to take the Praxis exam as the content area assessment necessary for certification. When applicants do not receive a sufficient score on the Praxis exam they may continue in the program, but their individual learning plan may be remediated with additional coursework in areas of deficiency as well as individualized coaching and mentoring.

2. Completion will require the candidate to have:

- Successfully completed all content courses required in an individual pathway plan;
- Successfully completed all pedagogy modules, seminars ,and/or mastery-based pedagogy assessments;
- Passed the Common Summative Assessment (SBOE-approved performance assessment); and,
- Providing evidence of student proficiency growth scores over two of the three years of interim certification. If this evidence is provided the Praxis may be waived if it was not passed on the first attempt (PPGA, 2017, TAB 6 Pg. 12).

The summative assessments for each of the modules are currently aligned to the Core Teacher Standards to ensure all candidates are meeting the basic requirements for certification per the *Idaho Standards for Initial Certification of Professional School Personnel*. The enhancement standards will be addressed through the individual program of study for each applicant. An example of evidence of meeting the *Idaho Standards for English Language Arts Teachers* could be as follows:

STANDARD	Enhancement Standards	Possible Learning Contract/Evidence/Assessment Alignment
<p style="text-align: center;">Standard 1:</p> <p style="text-align: center;">Learner Development</p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Performance</p> <ol style="list-style-type: none"> 1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning. 2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media). 3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media. 	<p>The Candidate will:</p> <ol style="list-style-type: none"> 1. Compile a classroom demographic report that includes identification of student literacy. Evidence will be used from the report to plan appropriate instruction based on learner development and diversity. 2. Plan and teach learning activities that include a wide variety of texts appropriate for the learner’s developmental needs. 3. Plan and teach leaning activities that require students to compose various texts appropriate for students’ developmental level. <p>(Evidences can be taken directly from the assessment example planned for Module A)</p>
<p style="text-align: center;">Standard 2:</p> <p style="text-align: center;">Learning Difference</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure</p>	<p>Performance</p> <ol style="list-style-type: none"> 1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender 	<p>The candidate will:</p> <ol style="list-style-type: none"> 1. Incorporate diversity into curricular experiences that are responsive to the demographics in the classroom as well as

<p>inclusive learning environments that enable each learner to meet high standards.</p>	<p>expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.</p> <p>2. Candidates design and/or implement instruction that incorporates students’ linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.</p>	<p>expansive opportunities to learn about diverse cultures and communities.</p> <p>2. Use rhetorical choices and language practices that are inclusive and sensitive to those being taught.</p> <p>(Evidences can be taken directly from the assessment example planned for Module A with adaptation to ensure that rhetorical choices and language practices are also included in Step 5)</p>
<p>Standard 3:</p> <p>Learning Environments</p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Performance</p> <p>1. Candidates use various types of data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).</p>	<p>The candidate will:</p> <p>1. Use data to plan for inclusive learning environments that permit students to participate in their own literacy development.</p> <p>(Evidences can be taken directly from the assessment example planned for Module B with adaptation to ensure that data regarding literacy is incorporated in Step 1. Evidence can also be taken from the sample assessment in Module C Steps 2 – 4)</p>
<p>Standard 4:</p> <p>Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures</p>	<p>Performance</p> <p>1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent</p>	<p>The candidate will:</p> <p>1. Use various texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, including young</p>

<p>of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</p> <p>2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.</p> <p>3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.</p> <p>4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).</p>	<p>adult) representing multiple perspectives, differences in traditions, genres, etc. to create a unit of study that incorporates critique.</p> <p>2. Use mechanics, application of grammar systems and dialect, language acquisition, and English history to connect ELA content.</p> <p>3. Create opportunities for students to demonstrate a range of composition skills as well as technologies to produce a variety of texts.</p> <p>4. Apply vocabulary strategies to assist students in further development of their individual lexicons to aid in comprehension or expression as appropriate.</p> <p>(Evidences can be taken directly from the assessment example planned for Module D with specific focus on ELA requirements as a focus for lesson plans developed for Step 1)</p>
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<p style="text-align: center;">Standard 5:</p> <p style="text-align: center;">Application of Content</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Performance</p> <ol style="list-style-type: none"> 1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities. 2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. 3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners. 4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations. 	<p>The candidate will:</p> <p>Complete enhancement standard performances 1 – 4 as part of module D.</p> <p>(Evidences can be taken directly from the assessment example planned for Module D with specific focus on ELA requirements as a focus for lesson plans developed for step 1 and then instructed in Step 4.)</p>
<p style="text-align: center;">Standard 6:</p> <p style="text-align: center;">Assessment</p> <p>The teacher understands and uses multiple methods of assessment to</p>	<p>Performance</p> <ol style="list-style-type: none"> 1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding 	<p>The candidate will demonstrate specific competencies for enhancement performance Standards 1 – 4 in module E. Specific focus of the assessment for Standard 6 will be on the design of</p>

<p>engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</p> <p>2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.</p> <p>3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.</p> <p>4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.</p>	<p>appropriate assessments in ELA. The additional requirement of providing evidence for:</p> <ul style="list-style-type: none"> • Candidates' responses to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time. • Candidates' communications with students about their performance in ways that actively involve students in their own learning. <p>(Evidences can be taken directly from the assessment example planned for Module E. The additional evidences required can be obtained as part of Step 4.)</p>
<p>Standard 7:</p> <p>Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon</p>	<p>Performance</p> <p>1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which</p>	<p>The INTASC Standard 7 Assessment Example can be used as evidence for meeting these specific performance standards. Since the focus would be ELA, planning for the unit of study would</p>

knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<p>includes reading, writing, speaking, listening, and language.</p> <p>2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</p> <p>3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p> <p>4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p>	naturally incorporate these standards as well as the Core Teacher Standards.
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<p>Standard 8:</p> <p>Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Performance</p> <p>1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students’ linguistic and cultural backgrounds.</p>	<p>The INTASC Standard 8 Assessment Example would need to focus on instructional strategies and resources specific to effective literacy instruction; however, no further adaptation would be necessary.</p>
<p>Standard 9:</p> <p>Professional Learning and Ethical Practice</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Performance</p> <p>1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.</p>	<p>Standard 9 performances would be embedded in all modules.</p>
<p>Standard 10:</p> <p>Leadership and Collaboration</p>	<p>Performance</p> <p>1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate</p>	<p>Standard 10 performances would be embedded in all modules.</p>

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	
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References

Planning, Policy and Governmental Affairs (2017, October) Proposed Mastery-Based Pathways to Certification.

Idaho State Board of Education (2017, July) Idaho Standards for Initial Certification of Professional School Personnel

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.
October 2018	Board approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board approved forty-eight (48) provisional certificates for the 2018-19 school year.
April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year and approved requirements recommended by the Department for the processing of emergency provisional certificates.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION

Twelve (12) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Bonneville Joint School District #93

Applicant Name: Willis, Julian

Content & Grade Range: Business Technology Education 6-12

Educational Level: MBA 11/2018, BS, Sports Management 2/2017

Declared Emergency: December 12, 2018, Bonneville Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were eleven (11) applicants and five (5) interviews. They received two (2) certified applicants who were under contract at other districts. Of the non-certified applicants, they felt Mr. Willis was the strongest

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candidate. With his degree and employment in the district as an In-School Suspension paraprofessional and coach, they've had the opportunity to observe him working with students.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Bonneville Joint School District's request for Julian Willis without reservation.

Caldwell School District #132

Applicant Name: Zaragoza, Isidro

Content & Grade Range: Mathematics 6-12

Educational Level: BA, Spanish 12/2009

Declared Emergency: August 13, 2018, Caldwell School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: This candidate was hired in the prior school year but was unable to complete renewal requirements of the Content Specialist application.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee does not recommend Caldwell School District's request for Isidro Zaragoza. Although this application meets the letter of the law, the Authorization Committee does not recommend the approval of the application. This candidate was unable to complete the ABCTE program in the 2017-18 school year. The district submitted a renewal of the Alternative Authorization – Content Specialist application with a change in the educator preparation program. The candidate sought a Mathematics educator program through Boise State University (BSU) but BSU required pre-requisite coursework (090 level Mathematics) to be completed prior to enrollment. The candidate was unable to meet the Uniform Standard for Evaluating Content Competency (rubric) and was not able to enroll in the BSU program as the candidate did not complete the pre-requisite coursework. The application did not meet the requirements for the Alternative Authorization – Content Specialist and the district chose to convert the application to a Provisional.

Clark County School District #161

Applicant Name: Knight, Michael

Content & Grade Range: Health 6-12

Certified: Standard Instructional certificate for History 6-12, American Government/Political Science 6-12, and Spanish 6-12.

Declared Emergency: January 14, 2019, Clark County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one(1) applicant and one (1) interview. Mr. Knight was the only applicant and had a desire to go back to college to obtain the endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Clark County School District's request for Michael Knight without reservation.

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Coeur d'Alene School District #271

Applicant Name: Whitted, Alicen

Content & Grade Range: English 6-12

Educational Level: BA, Secondary Education – English 6-12

Declared Emergency: January 7, 2019, Coeur d'Alene School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were 17 applicants and seven (7) interviews. Ms. Whitted worked as a long-term substitute in 2017-18 for Lakes Middle School for an English position where she showed that she had a positive attitude and was a collaborative team member and an effective teacher. She earned her bachelor's degree in English education at Arizona State University. She moved to Coeur d'Alene before applying for her Arizona teaching credential. She is in the process of applying to Arizona for her certificate.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Coeur d'Alene School District's request for Alicen Whitted without reservation.

Gem Prep: Pocatello, Inc. Charter #496

Applicant Name: Ruffridge, Shayla

Content & Grade Range: All Subjects K-8

Educational Level: AA, 2017

Declared Emergency: December 16, 2018, Gem Prep: Pocatello, Inc. Charter Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: This candidate has been a paraprofessional in this classroom for the 2018-19 school year. She is familiar with the curriculum, students, families, and other staff. In the best interests of the students, school administrators felt the transition of this candidate to the classroom was the best direction. No vacancy was posted for this position.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Gem Prep: Pocatello, Inc. Charter's request for Shayla Ruffridge without reservation.

Joint Hagerman School District #233

Applicant Name: Jayo, Nicolas

Content & Grade Range: Physical Education K-12

Educational Level: BA, General Studies 5/2017

Declared Emergency: August 27, 2018, Joint Hagerman School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: Mr. Jayo was reassigned within district to teach one to two periods of PE and coach to cover the loss of a PE teacher due to reduction in force processes.

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PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Joint Hagerman School District's request for Nicolas Jayo without reservation.

Joint Hagerman School District #233

Applicant Name: Johnson, Leeland

Content & Grade Range: Music K-12

Educational Level: 169 credits, enrolled in BA, Religion program

Declared Emergency: April 8, 2019, Joint Hagerman School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: The district has had the need to teach Music to students since the last certified teacher left five (5) years ago. The position has been advertised for years without any inquiries except for classified personnel. The district is a small rural district with limited access to certified teachers. The student interest will need to be rebuilt since the district has been without a program for five (5) years. Meanwhile, the position is only offered as a part time position. Mr. Johnson is a paraprofessional at the elementary school and commented on his ability to teach music (choir) with previous experience. He is currently teaching choir only one period a day as he will finish his bachelor's degree in May 2019. The district will continue to search for a certified teacher that may be interested in a part time position. Mr. Johnson was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Joint Hagerman School District's request for Leeland Johnson without reservation.

Jerome Joint School District #261

Applicant Name: Navarro Alvarez, Felipe

Content & Grade Range: All Subjects K-8

Certified: Standard Instructional certificate for English 6-12.

Declared Emergency: December 18, 2018, Jerome Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were six (6) applicants and six (6) interviews for three (3) vacancies. Felipe was selected due to his extensive experience and education in teaching in dual language programs, and he is proficient in reading, speaking, and writing both Spanish and English. He also brought much cultural knowledge of Mexico to the program.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Jerome Joint School District's request for Felipe Navarro Alvarez without reservation.

Marsing Joint School District #363

Applicant Name: Hamblin, Maria

Content & Grade Range: All Subjects K-8

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Educational Level: BS, Psychology 7/2014

Declared Emergency: January 15, 2019, Marsing Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one (1) applicant and one (1) interview. Maria was a sub in the district and enrolled in ABCTE Summer 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Marsing Joint School District's request for Maria Hamblin without reservation.

Soda Springs Joint School District #150

Applicant Name: Burger, Christopher

Content & Grade Range: Mathematics 6-12

Educational Level: BS, Science and English 5/2016

Declared Emergency: August 20, 2018, Soda Springs Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one (1) applicant and one (1) interview. Mr. Burger is enrolled in Western Governors University for Biology and Physical Science teacher preparation. He does not have a plan for mathematics but was the only applicant.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Soda Springs Joint School District's request for Christopher Burger without reservation.

Twin Falls School District #411

Applicant Name: Smith, Weston

Content & Grade Range: Visual Arts K-12

Educational Level: BA, Art 5/2017

Declared Emergency: February 11, 2019, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three (3) candidates and three(3) interviews. This candidate held a bachelor's degree in Art and was selected.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Twin Falls School District's request for Weston Smith without reservation.

West Bonner County School District #83

Applicant Name: Pavey, Steffie

Content & Grade Range: Mathematics 6-12

Educational Level: BS, Business Administration 5/2017

Declared Emergency: February 20, 2019, West Bonner County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

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Summary of Recruitment Efforts: There was only one (1) applicant and one (1) interview.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends West Bonner County School District's request for Steffie Pavey without reservation.

ATTACHMENTS

Attachment 1 – Caldwell School District Letter Regarding Applicant

Attachment 2 – Provisional Certificate Processing Requirements Approved April 2019

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in "trades and industries" (occupational fields) or emergency situations.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Requests for emergency provisional certificates after the end of the school year for funding purposes is not consistent with the requirements of Section 33-1201, Idaho Code. At the April 2019 Regular Board meeting the Board approved the request from the Department of Education to limit consideration of Emergency Provisional Certificates by the April Board meeting of each year.

Staff recommends the Board follow the newly adopted process and reject all requests for emergency provisional certificates brought forward after the April Board Meeting for the proceeding school year.

The Department receives applications from the school districts for requests for provisional certifications. Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year emergency provisional certificates. The

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Department then brings those that are complete forward to the Board for consideration with a recommendation from the Professional Standards Commission.

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BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Julian Willis, Michael Knight, Alicen Whitted, Shayla Ruffridge, Nicolas Jayo, Leeland Johnson, Felipe Navarro Alvarez, Maria Hamblin, Christopher Burger, Weston Smith and Steffie Pavey to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation of the Professional Standards Commission to not approve a one-year emergency provisional certificate for Isidro Zaragoza to teach the content area and grade ranges at the specified school district as provided herein for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



CALDWELL SCHOOL DISTRICT #132

1502 Fillmore St.
CALDWELL, IDAHO 83605
(208) 455-3300 *FAX (208) 455-3302
www.caldwellschools.org

May 28, 2019

To Whom It May Concern:

I am writing regarding the Emergency Provisional request for Isidro Zaragosa and to provide the series of events that led up to making this request.

Through the process of renewing Mr. Zaragoza's second year alternative authorization, the District discovered Mr. Zaragoza had passed the ABCTE PTK test, but had taken and failed the ABCTE Math course three times, which made him ineligible to continue the ABCTE program.

Mr. Zaragosa changed his renewal pathway and enrolled in a math course at the College of Western Idaho. During this time, the District also received notice that he did not have enough points on the new rubric, which was implemented in August.

I consulted with the State Department of Education. The options presented to Mr. Zaragosa were:

- Option 1: Ask BSU to reevaluate your math credits for the "basic math" endorsement requirements. If eligible, we would need a copy of the educational plan from BSU asap.
- Option 2: Enroll in CSI's math program for educators.
- Option 3: The district can declare an "Emergency Provisional" for this year only while you research the best route. Then, once enrolled, we could request one more alternative authorization for 19-20. The dilemma with this option is that I believe you would need to complete your program by the end of 19-20.

Emergency Provisional – Zaragosa
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Mr. Zaragosa selected Option 2 and enrolled at the College of Southern Idaho. However, at the end of January, Mr. Zaragosa notified the District that he could not financially afford the Math Program at the College of Southern Idaho. At this time, I contacted the State Department of Education and asked to change Mr. Zaragosa's request to an Emergency Provisional to ensure funding for 2018-2019. I notified Mr. Zaragosa that he would not have a teaching position in 2019-2020.

On April 9, 2019, I was advised that the PSC made a recommendation to the SBE *not* to approve the District's request for Mr. Zaragosa's Emergency Provisional and the final decision would not be made until June.

I made many attempts to work through Mr. Zaragosa's certification. The past practice of the State Department of Education has been to recommend the approval of Emergency Provisionals when an emergency has been declared. This situation did become an emergency for Caldwell School District. I ask that the panel approve the District's request. Thank you for your consideration.

Sincerely,

Patricia Wade

Patricia Wade
Director of Human Resources

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ATTACHMENT 2

Emergency Provisional Certificate Considerations and Recommendations

As of June 19, 2019, State Board of Education (Board) has approved 78 Emergency Provisional Certificates for the 2018-2019 school year

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
Definition of “two years of college training”	Historically, Federal Programs defined two years of study at an accredited postsecondary educational institution as 32 credits for paraprofessional requirements. Current process mirrors definition.	The Board defines a full time student as taking 12 or more credits (or equivalent) per semester. Based on this definition, an individual with 48 or more semester credits (or equivalent) would be considered as receiving two years of college training.	<ul style="list-style-type: none"> 69 out of 71 met 48 credits 2 out of the 71 did not meet 48 credits, but did meet 32 credit 	Two years of college training shall equal 48 semester credits.
Annual or by academic term deadlines for requests	<p>Applications are submitted and processed by academic school year. Applications can be categorized in one of the four scenarios:</p> <ul style="list-style-type: none"> LEA hired applicant <i>prior</i> to school starting <ul style="list-style-type: none"> May be due to not finding an appropriately certified individual or losing staff LEA started school year without appropriately certified individual and applicant was hired <i>after</i> the year started – may have had a long term substitute (LTS)* <ul style="list-style-type: none"> May be due to not finding an appropriately certified individual or losing staff Original application was processed as an Alternative Authorization – Content Specialist (AA-CS), but later converted to an Emergency Provisional due to applicant not able to meet the initial qualification of passing content or pedagogy assessment nor meet the state board approved Uniform Standard for Evaluating Content Competency Rubric prior to entering the classroom. 	Due to various situations LEAs experience throughout each school year, as well as timelines for Professional Standards Commission (PSC) and Board meetings, it is possible for applications for Emergency Provisional Certificates to be submitted as late as May of a school year, although not likely.	<p>Except for extenuating situations, applications for each school year should be presented by the April Board meeting of the same school year.</p> <ul style="list-style-type: none"> LEA hired applicant <i>prior</i> to school starting <ul style="list-style-type: none"> 40 out of 71 LEA hired applicant <i>after</i> school started <ul style="list-style-type: none"> 6 out of 71 Applicant did not qualify for AA-CS <ul style="list-style-type: none"> 20 out of 71 Applicant did not meet conditions on Interim <ul style="list-style-type: none"> 5 out of 71 	<p>Emergency provisional certificates for the current school year shall be recommended for consideration by the Board by the April meeting.</p> <p>Should an LEA lose a staff member after the deadline for the April Board meeting, the emergency provisional certificate can be recommended for consideration at the June meeting of the Board.</p>

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Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
	<ul style="list-style-type: none"> Applicant did not meet the conditions of their Interim Certificate which has expired. 			
New certificate with endorsement	<p>For every Board-approved Emergency Provisional Certificate, an applicant is issued a Provisional Certificate with corresponding endorsement regardless of whether they hold certification. There are three situations that apply:</p> <ul style="list-style-type: none"> Applicant does not hold any certificates <ul style="list-style-type: none"> Example: No certificate applying for Provisional Instructional Certificate – All Subjects (K-8) Applicant holds certification, but NOT the same certificate as the provisional certificate. <ul style="list-style-type: none"> Example: Pupil Service Staff – School Counselor applying for Provisional Instructional Certificate – Mathematics (6-12) Applicant holds the same certificate as the provisional certificate. <ul style="list-style-type: none"> Example: Standard Instructional Certificate – English (6-12) applying for Provisional Instructional Certificate – History (6-12) 	<p>Is the Emergency Provisional Certificate only applicable to the first two situations (those who do not hold any certificate and those who do not hold the same certificate as the provisional)?</p> <p>Statutory language authorizing the approval of emergency certificates does not address endorsement. Does that preclude the ability to add endorsement to the Emergency Provisional Certificate?</p> <p>Including endorsements assists in tracking areas of need, and also provides transparency to subject areas the Emergency Provisional Certified applicant may be assigned.</p>	<p>Applicants who already hold the same certificate (i.e. Instructional certificate) are typically stronger than those who do not. If the current law precludes this, is there another way, such as rulemaking, that would grant this option?</p> <ul style="list-style-type: none"> Does not currently hold a valid certificate = 57 out of 71 Adding a new certificate = 5 out of 71 Holds same certificate = 9 out of 71 <p>There is an option to add an endorsement through the Alternative Authorization – Teacher to New Endorsement; however, some candidates may not have the desire to add the endorsement or a plan that will lead to the endorsement, and the</p>	<p>The PSC may recommend an Emergency Provisional Certificate with endorsement, and an Emergency Provisional Certificate with endorsement may be recommended for an individual who already holds the same certificate.</p>

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Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
			LEA has an identified area of need for one year.	
Extending a non-renewable Interim certificate	Some Emergency Provisional Certificate applications are for applicants who did not meet the requirements of their Interim certificate. For example, failure to complete all required assessment and/or coursework as identified in their educator preparation plan and/or Interim certificate. LEAs may declare an emergency and apply for Emergency Provisional Certification for applicants in this situation.	Statutory language does not address whether an Emergency Provisional Certificate can be issued to an applicant who holds an expired certificate, including expired Interim certificates.	Interim certificates are for up to three years and are non-renewable	Emergency Provisional Certificate may be recommended for an individual who holds an expired certificate, including an expired interim certificate.
Emergency Provisional Certificates issued for Pupil Service Staff or Administrator	The PSC has had discussions regarding the concern about issuing Emergency Provisional Certificates for Pupil Service Staff (PSS) and Administrators, specifically, those individuals with two years of college training serving as a School Counselor, School Social Worker, Speech-Language Pathologist, School Nurse, School Psychologist, Audiologist, Principal, Special Education Director, or Superintendent. Currently the Authorizations Committee of the PSC is extremely selective with recommendations for Emergency Provisional Certificates for PSS or Administrator. An example is an Emergency Provisional Certificate for a School Counselor for an applicant who had a master's in clinical mental health counseling. The background and educational experience of this applicant reduced concerns of them serving as school counselor for the year.	Statutory language does not address what certificates an Emergency Provisional can issue. In addition, the language does not address any criteria other than the two years of college training and declaration of emergency.	<ul style="list-style-type: none"> 3 out of 71 were for Pupil Service Staff – School counselor 68 out of 71 were for instructional staff or occupational specialist with applicable endorsements. 	Continue current practice of providing only exceptionally selective recommendations to the Board.

- * Long Term Substitute (LTS) – A substitute for 10 or more consecutive days is considered a LTS. Substitutes and LTS must be tied to a teacher of record. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade.
 - If a teacher of record leaves, LEAs may apply for Emergency Provisional Certificate if they cannot find a replacement.

**CONSENT
JUNE 20, 2019**

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II - UNIVERSITY OF IDAHO - DISPOSAL OF REAL PROPERTY – CAINE CENTER CALDWELL	Motion to Approve
2	BAHR – SECTION II - UNIVERSITY OF IDAHO - AUTHORIZATION OF BUILDING MANAGEMENT SERVICES CONTRACT – IDAHO WATER CENTER	Motion to Approve
3	IRSA – ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR) COMMITTEE APPOINTMENTS	Motion to Approve
4	IRSA – GENERAL EDUCATION COMMITTEE (GEC) APPOINTMENTS	Motion to Approve
5	IRSA – IDAHO ADMISSIONS OVERSIGHT COMMITTEE NOMINATING LETTER (WWAMI)	Motion to Approve
6	IRSA – UNIVERSITY OF IDAHO – MASTER OF SCIENCE IN METALLURGY – PROPOSAL FOR DISCONTINUATION	Motion to Approve
7	IRSA – QUARTERLY REPORT – PROGRAMS AND CHANGES APPROVED BY THE EXECUTIVE DIRECTOR	Motion to Approve
8	PPGA – State Rehabilitation Council Appointments	Motion to Approve
9	PPGA – Accountability Oversight Committee Appointments	Motion to Approve

**CONSENT
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TAB	DESCRIPTION	ACTION
10	PPGA – Indian Education Committee Appointments	Motion to Approve
11	PPGA – Boise State University Nature Center Naming	Motion to Approve
12	PPGA – University of Idaho Faculty Constitution	Motion to Approve
13	PPGA – Institution President Approved Alcohol Permits	Motion to Approve
14	PPGA – Boise State University – Alcohol Service 2019 Student Athletic Events	Motion to Approve
15	PPGA – Boise State University – Alcohol Service 2019 Student Athletic Events – Tailgate Areas	Motion to Approve
16	PPGA – Idaho State University – Alcohol Service 2019 Home Football Games	Motion to Approve
17	PPGA – University of Idaho – Alcohol Service 2019 Home Football Games – Pre-game Events	Motion to Approve
18	PPGA – Alcohol Service 2019 Home Football/Basketball Games – Suite Club Seating	Motion to Approve
19	PPGA – University of Idaho – Alcohol Permit, 2019 Home Football Games – Tailgating	Motion to Approve
20	SDE – Professional Standards Commission Recommendation – BYU-Idaho Educator Preparation Program Review	Motion to Approve

**CONSENT
JUNE 20, 2019**

TAB	DESCRIPTION	ACTION
21	SDE – Professional Standards Commission Recommendation – Idaho State University Educator Preparation Program Review	Motion to Approve
22	SDE – Professional Standards Commission Recommendation – Northwest Nazarene University – New Program – Computer Science 6-12	Motion to Approve
23	SDE – Professional Standards Commission Recommendation – College of Idaho – New Program – Secondary Mathematics	Motion to Approve
24	SDE – Request for Waiver of 103% Student Transportation Funding Cap	Motion to Approve
25	SDE – Transport Students Less Than One and One- Half Miles for the 2017-2018 School Year	Motion to Approve
26	SDE – Assessment Review Committee Appointments	Motion to Approve

BOARD ACTION

I move to approve the consent agenda.

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property at University of Idaho (UI) Caine Center, Caldwell.

REFERENCE

February 2017

Regents approved disposal by State Board of Land Commissioners auction.

April 2018

Regents approved first sales agreement.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3).

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

In 1978 the Regents acquired 40 acres of unimproved agricultural college endowment land from the State of Idaho for the purpose of constructing and operating the Caine Veterinary Center on land adjoining UI's Caldwell Research and Extension Center. The Regents paid \$111,000 to the State of Idaho for the parcel.

In 2016 the University of Idaho's College of Agricultural and Life Sciences closed the Caine Center to reallocate College resources to programs and facilities that better met the needs of the College's current priorities in animal sciences and related areas. In February 2017, the Regents approved disposal of this property by planned auction to be conducted by the Idaho Department of Lands (IDL). This auction would have been in conjunction with an auction of related and adjoining endowment lands by IDL.

Based on a preliminary estimate of auction value (\$665,000) from the IDL consultants, and after consultation with IDL staff, the University of Idaho chose to market the entire 40 acre property in an effort to receive a higher purchase price through a direct sale. The first offer for \$800,000 from a residential developer was terminated by the potential buyer upon completion of their due diligence work. A subsequent offer from another residential developer for \$800,000 was also terminated during the buyer's due diligence period. The value of the adjoining bare land for residential development has been difficult to capture when the existing building is included because of the building's anticipated demolition costs to the buyer/developer.

CONSENT
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UI has recently received an offer of \$20,000/acre, but this offer is only for the unimproved portion of the property (not the vacant Caine Veterinary Teaching Center and land immediately surrounding that building). It is estimated the parcel proposed for sale will be approximately 28 acres (to be determined by subsequent survey performed by buyer), and so the selling price for this portion of the total property is expected to be about \$560,000. UI will continue to separately market the building and surrounding land (about 12 acres) to buyers primarily interested in the commercial use of the existing building. At this time, UI is only seeking approval from the Regents for the proposed sale of the adjoining unimproved property as described in the attached sales agreement.

IMPACT

The Caine Center has been mothballed and no longer serves any programmatic purpose. UI considers disposal of the entire property in two parcels the best method to eliminate caretaking costs of the surplus property and provide financial resources that can better align with University and College priorities and initiatives.

ATTACHMENTS

Attachment 1 – Purchase and sale agreement with map of subject property

STAFF COMMENTS AND RECOMMENDATIONS

The sale agreement for the disposal of a portion of the Caine Center property meets the requirements established by Board Policy V.I.5. The University will still pursue efforts to sell the building and immediate property.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to authorize a sale of the Caine Center property described in the Purchase and Sale Agreement submitted as Attachment 1, under the terms and conditions set forth therein for the purchase amount of \$600,000, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



RE-24 VACANT LAND REAL ESTATE PURCHASE AND SALE AGREEMENT

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THIS IS A LEGALLY BINDING CONTRACT, READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.
IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.
NO WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF HABITABILITY, AGREEMENTS OR REPRESENTATIONS NOT EXPRESSLY SET FORTH HEREIN SHALL BE BINDING UPON EITHER PARTY.

ID# TOK-2019-1020 DATE March 1, 2019

LISTING AGENCY Thornton Oliver Keller CRE, LLC Office Phone # 208.378.4600 Fax # 208.947.0869
Listing Agent Mike Greene E-Mail mikeg@tokcommercial.com Phone # 208.947.0835
SELLING AGENCY Thornton Oliver Keller CRE, LLC Office Phone # 208.378.4600 Fax # 208.947.0869
Selling Agent Lenny Nelson E-Mail lenny@tokcommercial.com Phone # 208.947.0806

1. BUYER: Bella Tierra, LLC and/or assigns an Oregon limited liability company
(Hereinafter called "BUYER") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to as "PROPERTY" **COMMONLY KNOWN AS** 1020 E. Homedale Road
Caldwell City Canyon County, ID, Zip 83607 legally described as: R3272100000

OR Legal Description Attached as exhibit A (Exhibit must accompany original offer and be signed or initialed by BUYER and SELLER.)

2. \$ 600,000.00 **PURCHASE PRICE:** Six Hundred Thousand **DOLLARS,**
payable upon the following **TERMS AND CONDITIONS** (not including closing costs):

This offer is contingent upon the sale, refinance, and/or closing of any other property ☐ Yes ☒ No

3. FINANCIAL TERMS: Note: A+C+D+E must add up to total purchase price.
(A). \$ 25,000.00 **EARNEST MONEY:** Twenty-Five Thousand **DOLLARS**
BUYER hereby offers the above stated amount as Earnest Money which shall be credited to BUYER upon closing. Earnest Money is:

Evidenced by:	Held By:	Delivered:	Deposited:
<input type="checkbox"/> Cash	<input type="checkbox"/> Responsible Broker	<input type="checkbox"/> With Offer	<input type="checkbox"/> Upon Receipt and Acceptance
<input type="checkbox"/> Personal Check	<input checked="" type="checkbox"/> Closing Company	<input checked="" type="checkbox"/> Within <u>5</u> business days (three [3] if left blank) of acceptance.	<input checked="" type="checkbox"/> Upon Receipt Regardless of Acceptance
<input type="checkbox"/> Cashier's Check	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input checked="" type="checkbox"/> Wire Transfer			
<input type="checkbox"/> Note			
<input type="checkbox"/> Other _____			

THE RESPONSIBLE BROKER SHALL BE: Michael Ballantyne

(B). ALL CASH OFFER: ☐ NO ☒ YES If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A (Not Applicable). IF CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY. BUYER agrees to provide SELLER within _____ business days (five [5] if left blank) from the date of acceptance of this agreement by all parties written confirmation of sufficient funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial statement.

Cash proceeds from another sale: ☐ Yes ☒ No

(C). \$ _____ **NEW LOAN PROCEEDS:** This Agreement is contingent upon BUYER obtaining the following financing:
FIRST LOAN of \$ _____ not including mortgage insurance, through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA, ☐ RURAL DEVELOPMENT, ☐ OTHER _____ with interest not to exceed _____ % for a period of _____ year(s) at: ☐ Fixed Rate ☐ Other _____. In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing,

BUYER's Earnest Money shall be returned to BUYER.

SECOND LOAN of \$ _____ through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA, ☐ RURAL DEVELOPMENT, ☐ OTHER _____ with interest not to exceed _____ % for a period of _____ year(s) at: ☐ Fixed Rate ☐ Other _____

LOAN APPLICATION: BUYER ☐ has applied OR ☐ shall apply for such loan(s). Within _____ business days (ten [10] if left blank) of final acceptance of all parties, BUYER agrees to furnish SELLER with a written confirmation showing lender approval of credit report, income verification, debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and subject only to satisfactory appraisal and final lender underwriting. If an appraisal is required by lender, the PROPERTY must appraise at not less than purchase price or BUYER'S Earnest Money shall be returned at BUYER'S request unless SELLER, at SELLER'S sole discretion, agrees to reduce the purchase price to meet the appraised value. SELLER shall be entitled to a copy of the appraisal and shall have 24 hours from receipt thereof to notify BUYER of any price reduction. BUYER may also apply for a loan with different conditions and costs and close transaction provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER.

FHA / VA: If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete the purchase of the PROPERTY described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a Direct Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract.

If such written confirmation required in 3(B) or 3(C) is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option cancel this agreement by notifying BUYER(S) in writing of such cancellation within _____ business days (three [3] if left blank) after written confirmation was required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written confirmation of lender approval or waived the right to receive written confirmation and shall be deemed to have elected to proceed with the transaction. SELLER'S approval shall not be unreasonably withheld.

BUYER'S Initials (Signature) Date 3/1/2019

SELLER'S Initials (Signature) Date 3-1-19

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RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

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PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

(D). \$ ADDITIONAL FINANCIAL TERMS:

☐ Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).☐ Additional financial terms are contained in a FINANCING ADDENDUM of same date, attached hereto, signed by both parties.

(E). \$ 575,000.00 APPROXIMATE FUNDS DUE AT CLOSING: Cash at closing, not including closing costs, to be paid by BUYER at closing, in GOOD FUNDS, which includes: cash, electronic transfer funds, certified check or cashier's check.

4. OTHER TERMS AND/OR CONDITIONS: This Agreement is made subject to the following special terms, considerations and/or contingencies which must be satisfied prior to closing

See Addendum 1 attached hereto and made a part hereof.

5. "NOT APPLICABLE" DEFINED: The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

6. INSPECTION:

(A). BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be verified and should not be relied upon by BUYER.)

1. LINES AND BOUNDARIES: Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barriers or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)
2. ZONING AND LAND USE: Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums, initiatives, votes, applications and permits affecting the current use of the PROPERTY, BUYER's intended use of the PROPERTY, future development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.
3. UTILITIES AND SERVICE: Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water, electricity, gas, telephone, cable TV, internet and drainage.
4. UTILITIES, IMPROVEMENTS & OTHER RIGHTS: SELLER represents that the PROPERTY does have the following utilities, improvements, services and other rights available (describe availability): Seller makes no representation as to the availability of utilities, improvements or services. Buyer to verify all.
5. HAZARDOUS MATERIALS: The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the PROPERTY inspected by qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the condition of the PROPERTY that are not contained in this Agreement or in any disclosure statements.
6. TAX LIABILITY: The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.


(B). BUYER chooses ☒ to conduct inspections; ☐ not to conduct inspections. If BUYER chooses not to conduct inspections skip the remainder of Section 6. If indicated, BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at BUYER'S expense, hereafter referred to as the "Primary Inspection." BUYER'S inspection of the PROPERTY includes all aspects of the PROPERTY, including but not limited to neighborhood, conditions, zoning and use allowances, environmental conditions, applicable school districts and/or any other aspect pertaining to the PROPERTY or related to the living environment at the PROPERTY. Unless otherwise addressed BUYER shall, within Add. calendar days (thirty [30] if left blank) from acceptance, complete these inspections and give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement based on an unsatisfactory inspection. Once BUYER delivers written notice to SELLER it shall end BUYER's timeframe and is irrevocable regardless of if it was provided prior to the deadline stated above. BUYER is strongly advised to exercise these rights and to make BUYER's own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. SELLER shall make the PROPERTY available for all inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold SELLER harmless from all liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER unless required by local law. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER, unless required by local law.

BUYER'S acceptance of the condition of the PROPERTY is a contingency of this Agreement.

(C) SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:

1. If BUYER does not within the strict time period specified give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections.

2. If BUYER does within the strict time period specified give to SELLER written notice of termination of this Agreement based on an unsatisfactory inspection, the parties will have no obligation to continue with the transaction and the Earnest Money shall be returned to BUYER.

BUYER'S Initials  Date 3/1/2019SELLER'S Initials  Date 3-1-19

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Caldwell

83607

ID#: TOK-2019-1020

3. If BUYER does within the strict time period specified give to SELLER written notice of disapproved items, it shall end BUYER's timeframe for inspections and is irrevocable. BUYER shall provide to SELLER pertinent section(s) of written inspection reports upon request, if applicable. Upon receipt of written notice SELLER shall have 3 business days (three [3] if left blank) in which to respond in writing. SELLER, at SELLER's option, may agree to correct the items as requested by BUYER in the notice or may elect not to do so. If SELLER agrees in writing to correct items/conditions requested by BUYER, then both parties agree that they will continue with the transaction and proceed to closing. Otherwise, immediately upon a written response from SELLER that rejects BUYER's requests, in whole or in part, said response is irrevocable and BUYER may proceed under 6(C)(4) below.

4. If SELLER does not agree to correct BUYER's disapproved items/conditions within the strict time period specified, or SELLER does not respond in writing within the strict time period specified, then the BUYER has the option of either proceeding with the transaction without the SELLER being responsible for correcting these deficiencies or giving the SELLER written notice within 3 business days (three [3] if left blank) that BUYER will not continue with the transaction and will receive the Earnest Money back. If BUYER does not give written notice of cancellation within the strict time periods specified, BUYER shall conclusively be deemed to have elected to proceed with the transaction without repairs or corrections.

7. TITLE CONVEYANCE: Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title is taken subject to, exist unless otherwise specified in this Agreement.

8. TITLE INSURANCE: There may be types of title insurance coverages available other than those listed below and parties to this agreement are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.

(A). PRELIMINARY TITLE COMMITMENT: Within 5 business days (six [6] if left blank) of final acceptance of all parties, ☒ SELLER or ☐ BUYER shall furnish to BUYER a preliminary commitment of a title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have 30 business days (two [2] if left blank) after receipt of the preliminary commitment, within which to object in writing to the condition of the title as set forth in the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the title of said PROPERTY is not marketable and cannot be made so within 5 business days (two [2] if left blank) after SELLER'S receipt of a written objection and statement of defect from BUYER, then BUYER'S Earnest Money deposit shall be returned to BUYER and SELLER shall pay for the cost of title insurance cancellation fee, escrow and legal fees, if any.

(B). TITLE COMPANY: The parties agree that Alliance Title Title Company located at 250 S 5th Street, Suite 100 Boise, ID 83702 shall provide the title policy and preliminary report of commitment.

(C). STANDARD COVERAGE OWNER'S POLICY: SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. The risk assumed by the title company in the standard coverage policy is limited to matters of public record. BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title company, at BUYER's request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing company in writing and pay any increase in cost unless otherwise provided herein.

(D). EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy): The lender may require that BUYER (Borrower) furnish an Extended Coverage Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in the public record. This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.

9. COVENANTS, CONDITIONS AND RESTRICTIONS (CC&Rs): As part of the BUYER'S inspection of the PROPERTY as set forth in Section 6, BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have 30 business days (ten [10] if left blank) (but in no event shall such time period exceed that time period set forth for inspections in Section 6) to review any CC&Rs that may affect the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing BUYER'S reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms of any CC&Rs affecting the PROPERTY, nothing contained herein shall constitute a waiver of BUYER to challenge CC&Rs directly with a homeowners association after closing. If BUYER timely and reasonably objects to a term of the CC&Rs, this Agreement shall terminate, and the Earnest Money shall be returned to BUYER.

10. SUBDIVISION HOMEOWNER'S ASSOCIATION: BUYER is aware that membership in a Home Owner's Association may be required and BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has reviewed Homeowner's Association Documents: ☐ Yes ☒ No ☒ N/A. Association fees/dues are \$_____ per_____.
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association SET UP FEE of \$_____ and/or
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association PROPERTY TRANSFER FEES of \$_____ and/or
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association STATEMENT OF ACCOUNT FEE of \$_____ at closing. Association Fees are governed by Idaho Code 55-116 and 55-1507.

11. INTERSTATE LAND SALES FULL DISCLOSURE ACT: This Vacant Land Real Estate Purchase and Sale Agreement is NOT intended to be used for situations in which Seller owns and is selling one hundred (100) or more lots. Properties containing one hundred (100) or more lots for sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"), 15 USC § 1701 et seq. If you have questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or lease of a lot subject to the Act may be revoked at the option of the purchaser or lessee until midnight of the seventh day following the signing of such contract or agreement or until such later time as may be required pursuant to applicable law. Any contract or agreement for the sale or lease of a lot for which a property report is required by the Act and the property report has not been given to the purchaser or lessee in advance of his or her signing such contract or agreement, such contract or agreement may be revoked at the option of the purchaser or lessee within two (2) years from the date of such signing.

BUYER'S Initials (Signature) Date 3/1/2019

SELLER'S Initials (Signature) Date 3-1-19

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PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

12. FARM/CROPS/TIMBER RIGHTS: SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which have been planted on the PROPERTY prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement of this contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLERS shall have any right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions hereof, any tenant who shall be leasing the PROPERTY shall be allowed to complete the harvest of any annual crops that have been planted prior to the date of Contract Acceptance as previously agreed between SELLER and Tenant. **ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE ATTACHED.**

13. NOXIOUS WEEDS: BUYER of the PROPERTY in the State of Idaho should be aware that some properties contain noxious weeds. The laws of the State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information concerning noxious weeds and your obligations as an owner of property, contact your local county extension office.

14. MINERAL RIGHTS: Any and all mineral rights appurtenant to the PROPERTY, and owned by SELLER, are included in and are part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

15. WATER RIGHTS: Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights, and the like, if any, appurtenant to the PROPERTY, and owned by SELLER, are included in and are a part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

16. RISK OF LOSS OR NEGLECT: Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be materially damaged by fire, neglect, or other destructive cause prior to closing, this agreement shall be voidable at the option of the BUYER.

17. BUSINESS DAYS: A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized by the state of Idaho as found in Idaho Code §73-108. If the time in which any act required under this agreement is to be performed is based upon a business day calculation, then it shall be computed by excluding the calendar day of execution and including the last business day. The first business day shall be the first business day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent business day.

18. CALENDAR DAYS: A calendar day is herein defined as Monday through Sunday, midnight to midnight, in the local time zone where the subject real PROPERTY is physically located. A calendar day shall include any legal holiday. The time in which any act required under this agreement is to be performed shall be computed by excluding the date of execution and including the last day, thus the first day shall be the day after the date of execution. Any reference to "day" or "days" in this agreement means the same as calendar day, unless specifically enumerated as a "business day."

19. SEVERABILITY: In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid, illegal or unenforceable in any respect, the validity, legality or unenforceability of the remaining provisions shall not in any way be affected or impaired thereby.

20. TRANSMISSION OF DOCUMENTS: Facsimile or electronic transmission of any signed original document, and retransmission of any signed facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the Closing company, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.

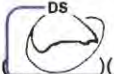
21. WIRE TRANSFER WARNING: Electronic means of transferring money (i.e. ETF, wire transfer, electronic check, direct deposit, etc...) are subject to sophisticated cyber fraud attacks. These attacks are even more prevalent in real estate transactions due to the large sums of money being exchanged. BUYER is advised that Brokerage will not provide electronic transfer instructions by e-mail. Following money transfer instructions contained in an email from any party is inherently dangerous and should be avoided. BUYER agree that if BUYER use, or authorize the use of, electronic transfer of funds in a transaction they hereby hold the Brokerages, their agents, and the designated title and escrow company harmless from any and all claims arising out of inaccurate transfer instructions, fraudulent interception of said funds and/or any other damage relating to the conduct of third parties influencing the transfer process or stealing funds.

22. COUNTERPARTS: This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies shall together constitute one and the same instrument.

23. ENTIRE AGREEMENT: This Agreement including any addendums or exhibits, constitutes the entire Agreement between the parties respecting the matters set forth and supersedes all prior Agreements between the parties respecting such matters. This Agreement may be modified only by a written agreement signed by each of the parties.

24. SALES PRICE INFORMATION: Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.

25. AUTHORITY OF SIGNATORY: If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.

BUYER'S Initials  Date 3/1/2019SELLER'S Initials  Date 3-1-19

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Caldwell

83607

ID#: TOK-2019-1020

26. ADDITIONAL CONTINGENCIES AND COSTS: The closing of this transaction is contingent upon written satisfaction or waiver of the contingencies listed in the "contingencies" column below. In addition, the parties shall satisfy all contingencies set forth in this section by close of business (Date): Exp of DD unless otherwise agreed to by the parties in writing. The parties agree to pay the following costs as indicated below. None of the costs to be paid by the parties in this section creates an inspection or performance obligation other than strictly for the payment of costs unless otherwise stated below. There may be other costs incurred in addition to those set forth below. Such costs may be required by the lender, by law, or by other such circumstances. Requested tests/inspection reports as indicated below shall be provided to the other party within _____ business days (ten [10] if left blank) prior to closing.

Upon closing SELLER agrees to pay ☐ N/A % of the purchase price OR ☐ \$ N/A (dollar amount) (N/A if left blank) as a SELLER concession. This can be used toward lender-approved BUYER'S closing costs, lender fees, and prepaid costs which include but are not limited to those items in BUYER columns marked below. This concession can also be used for any other expense not related to financing at the BUYER'S discretion.

COSTS	BUYER	SELLER	Shared Equally	N/A	CONTINGENCIES	BUYER	SELLER	Shared Equally	N/A
Appraisal Fee	X				Environmental Inspection (Phase 1)	X			
Long Term Escrow Fees				X	Environmental Inspection (Phase 2)				X
Closing Escrow Fee			X		Environmental Inspection (Phase 3)				X
Survey	X				PERC Test				X
Shall be ordered by: <input checked="" type="checkbox"/> BUYER <input type="checkbox"/> SELLER				X	Zoning Variance	X			
Flood Certification/Tracking Fee				X	Soil(s) Test(s)	X			
Title Ins. Standard Coverage Owner's Policy		X			Hazardous Waste Report(s)				X
Title Ins. Extended Coverage Lender's Policy - Mortgagee Policy				X					
Additional Title Coverage	X								
Water Rights Transfer Fee				X					
Attorney Contract Preparation or Review Fee				X					

27. DEFAULT: If BUYER defaults in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated damages or (2) pursuing any other lawful right or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER's Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, credit report fees, inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER's Broker, provided that the amount to be paid to SELLER's Broker shall not exceed the Broker's agreed-to commission. SELLER and BUYER specifically acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER's sole and exclusive remedy, and such shall not be considered a penalty or forfeiture. However, in the event the parties mutually agree in writing that the Earnest Money shall become non-refundable, said agreement shall not be considered an election of remedies by SELLER and the non-refundable Earnest Money shall not constitute liquidated damages; nor shall it act as a waiver of other remedies, all of which shall be available to SELLER; it may however be used to offset SELLER'S damages. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER's Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, credit report fees, inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter. **If SELLER defaults**, having approved said sale and fails to consummate the same as herein agreed, BUYER's Earnest Money deposit shall be returned to him/her and SELLER shall pay for the costs of title insurance, escrow fees, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.

28. EARNEST MONEY DISPUTE / INTERPLEADER: Notwithstanding any termination or breach of this Agreement, BUYER and SELLER agree that in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing company, Broker may reasonably rely on the terms of this Agreement or other written documents signed by both parties to determine how to disburse the disputed money. However, Broker or closing company shall not be required to take any action but may await any proceeding, or at Broker's or closing company's option and sole discretion, may interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover all costs which were incurred as a result of the dispute including, but not limited to, reasonable attorney's fees. If either parties' Broker incurs attorney's fees as a result of any Earnest Money dispute, whether or not formal legal action is taken, said Broker is entitled to recover actual fees incurred from either BUYER or SELLER.

29. ATTORNEY'S FEES: If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees on appeal.

30. TIME IS OF THE ESSENCE IN THIS AGREEMENT.

BUYER'S Initials  Date 3/1/2019

SELLER'S Initials  Date 3-1-19

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PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

31. **CLOSING:** On or before the closing date, BUYER and SELLER shall deposit with the closing company all funds and instruments necessary to complete this transaction. Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale proceeds are available to SELLER. The closing shall be no later than (Date) See Addendum 1

The parties agree that the **CLOSING COMPANY** for this transaction shall be Alliance Title Company
located at 250 S 5th Street, Suite 100, Boise, ID 83702. If a long-term escrow /collection is involved, then the long-term escrow holder shall be N/A

32. **POSSESSION:** BUYER shall be entitled to possession ☒ upon closing or ☐ date _____ at _____ ☐ am ☐ pm.

33. **PRORATIONS:** Property taxes and water assessments (using the last available assessment as a basis), rents collected, interest and reserves, liens, encumbrances or obligations assumed, and utilities shall be prorated ☒ upon closing or as of ☐ date _____.
BUYER to reimburse SELLER for fuel in tank ☐ Yes ☐ No ☒ N/A. Dollar amount may be determined by SELLER's supplier.

34. **REPRESENTATION CONFIRMATION:** Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

Section 1:

- ☐ A. The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S).
☐ B. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT.
☐ C. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT acting solely on behalf of the BUYER(S).
☒ D. The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).

Section 2:

- ☒ A. The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S).
☐ B. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT.
☐ C. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT acting solely on behalf of the SELLER(S).
☐ D. The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).

Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

35. **ASSIGNMENT:** This Agreement and any rights or interests created herein ☒ may ☐ may not be sold, transferred, or otherwise assigned.

36. **ACCEPTANCE:** This offer may be revoked at any time prior to acceptance and is made subject to acceptance on or before (Date) March 8, 2019 at (Local Time in which PROPERTY is located) 5:00 ☐ A.M. ☒ P.M.

BUYER'S Initials (Signature) Date 3/1/2019

SELLER'S Initials (Signature) Date 3-1-19

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37. BUYER'S SIGNATURES:

☒ SEE ATTACHED BUYER'S ADDENDUM(S): 1 (Specify number of BUYER addendum(s) attached.)☐ SEE ATTACHED BUYER'S EXHIBIT(S): (Specify number of BUYER exhibit(s) attached.)☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.

DocuSigned by:

BUYER Signature

BUYER (Print Name) Bill Duffey, Bella Tierra, LLC

Date 3/1/2019

Time 7:00 AM

☐ A.M. ☐ P.M.

Phone #

Cell #

Address

E-Mail

City

State

Zip

Fax #

☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.

BUYER Signature

BUYER (Print Name)

Date

Time

☐ A.M. ☐ P.M.

Phone #

Cell #

Address

E-Mail

City

State

Zip

Fax #

38. SELLER'S SIGNATURES: On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all the terms thereof on the part of the SELLER.

☒ SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER☒ SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # 1☒ SIGNATURE(S) SUBJECT TO ATTACHED EXHIBIT(S) # A☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature

SELLER (Print Name) Board of Regents of the University of Idaho

Date 3-1-19

Time 3:30

☐ A.M. ☐ P.M.

Phone # 208-885-6468

Cell #

Address 875 Perimeter Dr MS 3168

E-Mail gerardb@uidaho.edu

City Moscow

State ID

Zip 83844

Fax #

☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature

SELLER (Print Name)

Date

Time

☐ A.M. ☐ P.M.

Phone #

Cell #

Address

E-Mail

City

State

Zip

Fax #

LATE ACCEPTANCE

If acceptance of this offer is received after the time specified, it shall not be binding on the BUYER unless BUYER approves of said acceptance within _____ calendar days (three [3] if left blank) by BUYER initialing HERE (____)(____) Date _____. If BUYER timely approves of SELLER's late acceptance, an initialed copy of this page shall be immediately delivered to SELLER.

ADDENDUM #1
RE-24 - TOK-2019-1020
1020 E. Homedale Road, Caldwell, ID

1. **ACCEPTANCE.** The transaction contemplated by this Purchase and Sale Agreement is contingent upon approval from the Board of Regents of the University of Idaho being granted prior to **June 30, 2019**. In the event the Board fails to approve by the aforementioned date, this Agreement shall be terminated, and Seller shall reimburse Buyer for the actual costs incurred after the initial 60-day Contingency Period, for any third party reports up to \$20,000.00. Seller shall reimburse Buyer within **thirty (30) days** of receipt of paid invoices and copies of said reports.
2. **PURCHASE PRICE.** The purchase price to be paid by Buyer to Seller for the Property shall be calculated at Twenty Thousand and No/100 Dollars (\$20,000.00) per acre (the "**Purchase Price**"). The final Purchase Price shall be adjusted based upon by the survey obtained by the Buyer and mutually agreed to in writing prior to the expiration of Buyer's Inspection Contingency period.
3. **BUYER'S INSPECTION CONTINGENCY/DUE DILIGENCE.** Per Paragraph 6 (B) of this Purchase and Sale Agreement, Buyer has **sixty (60) days** from mutual acceptance of the Purchase and Sale Agreement in which to complete "Buyer's Inspection Contingency". Upon satisfaction of said Buyer's Inspection Contingency, the Earnest Money shall become non-refundable to Buyer, but applicable to the Purchase Price at Closing, unless the Board does not approve of the sale.
4. **PUBLIC ACCESS.** Any public access provided by the Buyer will allow access to the remaining property, which access shall be defined and mutually agreed to in writing prior to the expiration of Buyer's Inspection Contingency period.
5. **CITY COUNCIL APPROVAL.** The transaction contemplated by this Purchase and Sale Agreement is contingent upon approval from the Caldwell City Council for Buyer's intended use of the Property. Buyer intends to obtain subdivision project approval from the Caldwell City Council for the development of the Property into a residential subdivision. Seller shall cooperate with Buyer and provide any necessary signatures and cooperation for the approval of the proposed subdivision at no cost to the Seller, including an affidavit of interest required to submit an application. Notwithstanding the foregoing, Buyer shall not enter into any agreement affecting the Property prior to the expiration of the Approval Period (defined below), nor shall Seller have any obligation to enter into any binding agreement prior to expiration of the Approval Period.
6. **APPROVAL PERIOD.** Buyer shall have **nine (9) months** after Board Approval in which to complete entitlements and obtain approval from the Caldwell City Council ("Approval Period"). However, upon written notice and an additional Earnest Money deposit of Ten Thousand and No/100 Dollars (\$10,000.00) prior to the expiration of the Approval Period, Buyer shall have one (1) option to extend the Approval Period for sixty (60) days, to complete entitlements and obtain development approval from the Caldwell City Council. Said additional Earnest Money shall be non-refundable to Buyer, but shall be applied to the Purchase Price at Closing. In the event Buyer fails to obtain such entitlements and obtain approval from the Caldwell City, this Agreement may be terminated at Buyer's option with written notice to Seller.
7. **CLOSING.** Closing shall take place at a time mutually agreed upon by the parties at the office of Escrow Agent the within **ninety (90) days** of approval from the Caldwell City Council for Buyer's intended use of the Property, but in no event later than **twelve (12) months** after Board Approval (the "Closing Date"). Title of the Property shall be conveyed by Special Warranty Deed.
8. **MINERAL RIGHTS.** Section 14, Mineral Rights, of the Purchase and Sale Agreement shall be deleted in its entirety.
9. Buyer acknowledges and accepts that the Subject Property includes scrapie contamination.
10. Buyer acknowledges and accepts any structures on the Subject Property in "As Is" condition.
11. Buyer acknowledges that Seller has a farm lease on the property for the 2019 crop year and will provide Buyer with a copy of the farm lease within **five (5) days** of mutual execution of this agreement. Tenant shall be allowed to plant and harvest any annual crops during the 2019 crop year. This lease may be terminated after the 2019 crop year.

ADDENDUM 1

Buyer's Initials



3/1/2019

Date

Seller's Initials



Date

3-1-19

EXHIBIT A
Current Legal Description of Property

Real Estate Identification

The subject property is located at 1020 E. Homedale Road, Caldwell, Canyon County, Idaho 83607.
The subject property is further identified by Assessor Parcel Number R32721000.

Legal Description

and State of Idaho, and described as follows, to-wit: A parcel of land situated in the East Half of the Northwest Quarter (E1/2NW1/4) of Section Ten (10), Township Three (3) North, Range Three (3) West, Boise Meridian, Canyon County, Idaho more particularly described as follows:

Beginning at the North 1/4 corner of said Section 10;
thence along the centerline of said Section 10 South 0°34'30" West, 2539.17 feet to a point on the centerline of Deer Flat Canal;
thence along the centerline of Deer Flat Canal North 39°04'48" West, 65.76 feet to a point;
thence North 30°02'18" West, 392.00 feet to a point of curvature;
thence along a curve to the left whose central angle is 50°14'11", whose radius is 481.76 feet, whose arc length is 420.99 feet, whose tangent is 225.00 feet and whose long chord bears North 55°04'23" West, 407.72 feet to a point; thence North 80°06'29" West, 259.60 feet to a point;
thence leaving said centerline of Deer Flat Canal North 1870.61 feet to a point on the North line of said Section 10; thence East 853.20 feet to the REAL POINT OF BEGINNING, containing Forty (40.00) acres, more or less, and subject to Easement No. 819 to the University of Idaho for an experiment farm and improvements thereon; also subject to Easement No. 4629 to Idaho Power Company for an underground powerline.

Subject Property

The southern 27-30 acres excluding the existing building, as approximately shown below. New legal description to be provided by the Buyer and agreed to by the Seller prior to end of the Due Diligence Period and attached to the Agreement.



Legal Description

Buyer's Initials

Date 3/1/2019

Seller's Initials

Date

3-1-19

UNIVERSITY OF IDAHO

SUBJECT

Building management services contract for the Idaho Water Center, Boise

REFERENCE

March 2004	Idaho Water Center (IWC) Leasing, Operations, and Maintenance Contract (Information Only) – UI of Idaho (UI) presented a pending Request for Qualifications for building management services at the IWC.
January 2005	The Regents approved a contract to provide building management services at the Idaho Water Center.
June 2009	The Regents approved a contract to provide building management services at the Idaho Water Center.
June 2014	The Regents approved a contract to provide building management services at the Idaho Water Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.I.3.a.

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

The most recent building management contract with Oppenheimer Development Corporation (ODC) allowed for one base year of operations, plus up to four additional one-year options. ODC performed well, and UI exercised the option each year. The final option year of the current contract expires on 30 June 2019.

UI publicly advertised a Request for Qualifications in January 2019, seeking interest in the next five-year contract (again envisioned as a base year contract plus four option years). Two firms submitted materials in response to the RFQ. A selection committee found both firms well qualified and interviewed each in March.

Oppenheimer Development Corporation was rated the top firm with notable strengths including admirable past performance in managing similar facilities in the Boise market, and exhibiting a keen focus upon customer satisfaction, communication, and service delivery. UI has since negotiated contract terms, as well as established the building operating budget for the base year of the anticipated contract.

CONSENT
JUNE 20, 2019

The contract provides for all building operations, maintenance, and routine repairs, to include janitorial, custodial, and security services. Building reception, service call management, and commercial utility billing and reporting are also included. The contract is structured to cover all operating costs, plus a flat rate management fee. Total contract costs are approximately \$5.21 per square foot per year, to include all utilities. UI believes that continued outsourcing of the building management function best serves UI's need for economical and efficient building operations.

This agreement is fully consistent with UI's strategic plan, specifically:

Goal 1, Engage – This agreement supports learning and research activities, which engages with UI's stakeholders, students, staff, alumni and the greater community of the State of Idaho.

Goal 4, Cultivate – The building management services will improve cohesion, connectivity, and morale within UI by providing students, faculty, and staff with an ideal environment, supporting research and learning activities. In addition, the education, outreach, extension and research activities supported by the facility have the potential to cultivate relationships and improve communication and collaboration between UI and the greater community.

This project is fully consistent with the principles, goals, and objectives within UI of Idaho's Long Range Campus Development Plan (LRCDP).

IMPACT

The contract covers the operating budget for the building, valued at \$1,074,917 for FY20. The costs are billed proportionately among the condominium owners, the U.S. Forest Service (approx 10% share) and UI, on behalf of the state of Idaho (approx 90% share). UI recovers a share of these operating expenses from the tenants leasing space from UI (United Health and the Idaho Dept of Water Resources). Contract amounts for subsequent years will be based on the budget to be submitted annually by Oppenheimer and subject to approval by UI.

UI will cover its proportionate share of the costs associated with this contract out of existing operating funds.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – FY20 Operating Budget

**CONSENT
JUNE 20, 2019**

STAFF COMMENTS AND RECOMMENDATIONS

Under the contract with ODC approved by the Board in 2014, the contract value started at \$1,049,021 for FY 2015. The table below shows actual budget, cost per square foot and percent change in contract costs since FY 2015

	Budget	\$/SF	% Chg
FY 2015	\$1,049,021	\$5.08	
FY 2016	\$1,044,053	\$5.06	-0.5%
FY 2017	\$1,033,362	\$5.01	-1.0%
FY 2018	\$1,036,187	\$5.02	0.3%
FY 2019	\$1,067,329	\$5.17	3.0%
FY 2020*	\$1,074,917	\$5.21	0.7%

* Proposed rate subject to Board approval

Staff recommends approval.

BOARD ACTION

I move to approve the agreement between the University of Idaho and Oppenheimer Development Corporation for building management services at the Idaho Water Center, in substantial conformance to the form submitted to the Board in Attachment 1, effective July 1, 2019 through June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MANAGEMENT AGREEMENT

THIS AGREEMENT is made and entered into as of this 1st day of July, 2019, by and between the Regents of the University of Idaho a public corporation, state educational institution, and a body corporate organized and existing under the Constitution and laws of the state of Idaho (herein after called "Institution"), whose address is 875 Perimeter Dr., MS 3168, Moscow, Idaho 83844-3168 and Oppenheimer Development Corporation, (hereinafter called "Manager") whose address is 877 W. Main St., Suite 700 Boise, ID 83702.

RECITALS

The Property is known as the Idaho Water Center (hereinafter called "Property"), together with all improvements erected thereon and all personal property of the Institution located thereon. The Property is located at 322 East Front Street, Boise, ID 83702.

Manager is licensed to manage real estate in the State of Idaho and is in the business of managing and operating real estate.

The Institution desires to appoint Manager to manage the day-to-day operations of the Property consistent with Institution's objectives of maximizing the Property's economic value.

This Agreement is entered into to set forth the terms on which Manager will manage the Property.

NOW THEREFORE, incorporating the Recitals as set forth above, and in consideration of the mutual covenants herein contained, Institution and Manager mutually hereby agree as follows:

DEFINITIONS

The terms used in this Agreement shall have the following meanings:

"Authorized Expenses" shall be those expenses included within the Institution-Approved Budget, and such additional expenses as may thereafter be approved by Institution in writing.

"Institution-Approved Budget" shall be the budget approved pursuant to Section 3.8 and included here as Exhibit A.

"Operating Account" shall have the meaning ascribed to it in Section 3.9.

"Fiscal Year" shall coincide with the State Fiscal Year: 1 July through 30 June.

ARTICLE I

TERM

Institution hereby appoints and Manager hereby accepts appointment as exclusive Manager for the Property for the period of 1 July 2019 through June 30, 2020. This Agreement also includes four additional one-year option periods, corresponding to state fiscal years 2021, 2022, 2023, and 2024. Contingent upon sustained satisfactory performance by the Manager, the Institution, at its sole discretion, may choose to exercise an option on the Agreement. The Institution shall provide written notification to the Manager of the intent to exercise an option on the Agreement not less than sixty (60) days prior to the end of the current performance period.

This Agreement is cancelable without cause by either party on not less than sixty (60) days advance written notice, which notice may be given at any time during a month, provided that in any event the cancellation shall be effective at the end of the calendar month in which the sixty (60) day notice period ends.

ARTICLE II

COMPENSATION OF MANAGER

The compensation and payment thereof for management of the Property shall be as follows:

2.1 *Management Fee.* Institution agrees to pay Manager and Manager agrees to accept as full management fee for the services to be rendered to Institution an amount equal to \$13,125.00, monthly, subject to an annual review by the parties and negotiation for any potential increase for the next contract year. In no case will an increase exceed 3%. Such fee shall be payable monthly in arrears commencing upon the last day of the first initial month of this Agreement.

2.2 *Maintenance Compensation.* Manager shall do everything reasonably necessary for the proper management of the Property, including supervision and staffing of building reception and maintenance/engineering services, regular workday inspections of building systems and services, and arranging for such improvements, alterations, and repairs as may be required by Institution. In the event there is ever a need for additional labor above and beyond the onsite building engineers, and it is determined that the providing of additional maintenance from Manager shall be the most effective method of resolving a maintenance issue, Manager shall provide said labor at a commercially reasonable rate not to exceed \$40.00 per hour, price subject to change with thirty (30) days prior written notice. No improvements, alterations or repair work costing more than Five Thousand Dollars (\$5,000) shall be made by Manager without Institution's prior written authorization unless it is part of a pre-approved budget. In the case of an emergency, as

described in paragraph 3.5, that requires immediate repairs or alterations, if Institution is not readily available for consultation, Manager may use its discretion and judgment regarding same to make repairs.

2.3 *Tenant Improvement/ Capital Improvement / Oversight.*

Tenant Improvement/Capital Improvement is defined as any alteration, renovation, or new construction project which alters the intended use of a space within the building or which supports the reassignment of the space from one owner/occupant to another.

- A. All improvements valued under \$15,000 require Institution written approval of project and oversight of Manager's activities in the selection of the contractor(s). Manager shall select contractor(s) in conformity with Institution policy and procedure, and State Board of Education and Board of Regents Policies and procedures. Manager shall provide Institution a written report prior to, and after the bid process to insure proper process was followed. Manager shall be responsible for all supervision and oversight of the contractor and shall hold the contract with the selected contractor.
- B. All improvements valued at or over \$15,000 require Institution written approval and Institution participation in the selection of contractor(s). Selection of contractor(s) shall be in conformity with Institution policies and procedures and State Board of Education and Board of Regents Policies and procedures. Institution may, at its sole option, request in writing the services of Manager, in which case Manager shall hold the contract with the selected contractor. Nothing in this Agreement prohibits Institution from soliciting bids for and managing improvements valued at or over \$15,000 independent of and without any involvement of Manager.
- C. Any Tenant Improvement/Capital Improvement approved by the Institution and undertaken or supervised by the Manager shall be treated as additional work outside of the approved budget. The Management fee for any such tenant or capital improvement shall be on a percentage basis as follows:

Improvement with a total costs of up to \$15,000	5%
Improvement with a total cost at or over \$15,000	3%

2.4 *General Overhead.* Institution shall not additionally compensate or reimburse Manager for Manager's normal central office overhead expenses other than as provided in Section 3.6 and those expressly approved in the Institution-Approved Budget.

2.5 *Other Financial Reports and Audits.* Property Manager shall furnish to Institution as promptly as practicable all routine financial reports and such other financial reports,

statements, audits or other information, outside the usual and customary reporting, with respect to the operations of the Property as Institution may from time to time reasonably request.

ARTICLE III

RESPONSIBILITIES OF MANAGER

3.1 Manager shall operate, manage, and maintain the Property as an independent contractor acting as agent for Institution in accordance with Idaho real estate law and sound property management practices. Manager shall exercise prudence and diligence in performing its duties. The responsibilities of the Manager shall include, but not be limited to, the following:

3.2 *Compliance with Legal Requirements.* Manager shall take such action as may be necessary to comply with any and all orders or requirements affecting the Property by any federal, state, county or municipal authority having jurisdiction thereover and of which Manager has received written notice.

Manager, however, shall not take any such action as long as the Institution is contesting, or has affirmed its intention to contest, and promptly institutes proceedings contesting, any such order or requirement except that Institution and Manager shall promptly notify each other in writing of all such orders and notices or requirements. Manager shall prepare, execute, and, after obtaining the approval of Institution, file any such reports and documents as may be required by any local, state, or federal authority.

Manager shall manage the Property under this Agreement in full compliance with any applicable state or federal legislation governing discrimination or fairness in housing or business, and shall take action considered appropriate to carry out the purposes of any such legislation.

3.3 *Operation.* Manager shall continually operate the Property as a high-quality project, and shall perform all acts which are customary for the management of properties of like size and character or as may be required for the efficient and businesslike operation of the Property.

3.4 *Maintenance and Repairs.* Manager shall, within the limitations of the Institution-Approved Budget, see that the physical facilities, personal property, and grounds are at all times well maintained, kept in good order and repair, and in a proper state of cleanliness.

Manager shall, in accordance with the approved operating budget, make or contract for all repairs that shall reasonably be required to preserve, maintain, and keep the Property in first-class condition. To the extent that Manager must contract out for such services, all such contracts shall be the responsibility of Manager.

Manager shall obtain and maintain records and enforce any guarantees or warranties that may concern Institution's personal property included within the Property. Written approval of the Institution must be obtained before pursuing any legal remedies to enforce said guarantees or warranties.

3.5 *Emergency Maintenance and Repair.* In an emergency where repairs are immediately necessary for the preservation and safety of the Property, or to avoid the suspension of any essential service to the Property, or to avoid danger to life or property, or to comply with federal, state, or local law, such emergency repairs shall be made by Manager at Institution's expense without prior written approval. Manager shall report to the Institution full details of any emergency orally within one (1) business day and by written report remitted within one (1) week of the incident.

Manager shall notify Institution or Institution's designated insurance agent promptly of any personal injury or property damage occurring to or claimed by any tenant or third party on or with respect to the Property and to promptly forward to such insurance agent, with copies to Institution, any summons, subpoena, or other legal document served upon Manager relating to the actual or alleged potential liability of the Institution, Manager, or the Property, with copies to Institution of all such documents.

3.6 *Employment and Supervision of Personnel.* Manager shall employ and supervise all personnel required for the operation, maintenance, and management of the Property. All such employees shall be employees of the Manager, and shall not be employees of the Institution.

Manager agrees not to discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, disability, sexual orientation, status as a veteran, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this agreement.

Manager shall procure and maintain worker's compensation insurance and employer's liability insurance covering all employees working on or about the Property, and fidelity bonds or employee dishonesty insurance, covering all employees who handle funds of the Institution.

Manager is solely responsible for payment of income, social security, and employment taxes due to the proper taxing authorities and Institution shall not deduct such taxes from any payments to Manager hereunder. Manager shall prepare, maintain, and file all necessary reports with respect to such taxes or deductions and all other necessary statements and reports pertaining to labor employed by Manager in or about the Property. Costs of administering and managing such personnel are to be borne by Manager.

3.7 *Disclosure.* Manager shall disclose the name of any property owned and/or managed by the Manager which is within a two (2)-mile radius of the Property and any other property owned and/or managed by the Manager which is in direct competition with the Property. Subsequent like-kind conflicts shall also be disclosed immediately upon occurrence.

3.8 *Institution-Approved Budget.* An annual budget shall be submitted to the Institution prior to the beginning of each fiscal year. Exhibit A, attached and incorporated herein by reference, is the approved annual budget for the base contract period. Said budget shall include a detailed listing of all the estimated expenses required to operate the property, including but not limited to Janitorial, Window Washing, Repair and Maintenance, Preventative Maintenance, Engineering, Interior Landscaping, Management Fees, Capital Improvements, Utilities, Insurance, Master Association Fees, Capital Reserves and any other customary operating expenses. Said budget shall not include any expenses relating to the leasing of any of the space to be subleased, including commissions, as these items will fall outside of the scope of this Agreement and shall be covered by a separate agreement.

Manager shall submit, along with the budget, a projection of capital expenditures for the forthcoming Fiscal Year. After approval by the Institution in writing, budget shall be used by Manager as a guide for the actual operation of the Property and shall be subject to comparisons monthly. Manager agrees to obtain prior approval for any normal operating expenditure(s) which would cause any budget variance of Five Thousand Dollars (\$5,000) and over, per occasion in any budget year, except for emergencies. All expenses within the Institution-Approved Budget are to be borne by Institution, and it shall be the responsibility of the Institution, to make available sufficient funds to Manager to meet expenses anticipated in the Institution-Approved Budget.

3.9 *Operating Account.* Manager, serving as Agent for Institution, shall establish and maintain on behalf of Institution, a non-interest bearing operating account and, if necessary, an interest bearing reserve account. Said account(s) shall be opened in the name of Manager as trustee for Institution, and maintained in a federally insured bank or savings institution. All receipts and disbursements for the operation of the Property shall be handled through these account(s). Institution shall be responsible for providing funds to pay the Institution-approved cash requirements of the Property on a timely basis. Manager shall have no proprietary interest in Operating Account or reserve account, and all funds in these accounts shall at all times be the property of the Institution. All interest on the reserve account shall accrue to Institution.

3.10 *Collections.* Manager shall make all reasonable steps to collect, and enforce the collection of, all payments and other charges due Institution for tenants of the Property in accordance with the terms of their tenancies and state and federal law.

3.11 *Payment of Bills.* From the Operating and/or Reserve Account(s), Manager is hereby authorized to pay or reimburse itself for all Institution's expenses and costs of operating the Property, including property taxes, Institution's insurance premiums,

mortgage indebtedness, and for all other sums due Manager under this Agreement, including Manager's compensation under Section 2.1.

Institution shall give Manager advance written notice of at least seven (7) days if Institution desires Manager to make any additional monthly or recurring payments out of the proceeds from the Property. Any advance of funds by Manager must have prior approval by Institution.

In the event that the balance in the Operating and/or Reserve Account(s) is at any time insufficient to pay disbursements due and payable under Article II, Manager shall notify Institution of the deficiency. Manager shall give at least fifteen (15) days written notice to Institution of any funds required for deficiency and contingency reserve. Institution shall, immediately upon notice, remit to Manager sufficient funds to cover the deficiency and replenish the contingency reserve. In no event shall Manager be required to use its own funds to pay such disbursements, nor shall Manager be required to advance any monies to Institution or to bank accounts maintained by Manager on behalf of Institution. Manager shall pay, with all available Institution's funds, invoices in order of invoice date with the oldest taking the highest priority.

If Institution requests in writing and Manager elects to advance any money, only pursuant to a written agreement signed by both parties, in connection with the Property to pay any expenses for Institution, such advance shall be a loan subject to repayment with interest at an annual rate equal to the prevailing prime rate plus one and one-half percent (1.5%), calculated on a daily basis, and Institution hereby authorizes Manager to deduct such amounts from any monies due Institution.

Any balance existing in the Operating Account at the termination of this Agreement shall be returned to the Institution within thirty (30) days of termination, and the Institution agrees to pay expenses incurred during the term of the Agreement but which have not been received thirty (30) days after termination of the Agreement.

3.12 Books, Records and Reports. Manager shall establish and maintain an accounting and management reporting system that will duly account for all transactions relating to the Property.

On or before the thirtieth (30th) day of each month, Manager shall provide to Institution a report of the Property's operations for the preceding month, including:

- ☐ A detailed and itemized statement of all sources and uses of funds in a format satisfactory to Institution and Manager.
- ☐ A statement of ending balances in all trust accounts.
- ☐ General comments regarding the Property's operation and any requirements by Manager for the Institution, such as payments to cover unexpected expenses.

For a period of three (3) years following completion of the services called for hereunder, Institution or its authorized representatives shall at all reasonable times have access to the accounting records, books and other records of the Manager, in order to audit all charges for the services as they relate to the Property. Manager shall keep Institution notified in writing of the location of all such records. Institution shall have the right to audit said records and books at Institution's expense.

All original reports and documents are to be retained in Manager's possession. Copies, as required, will be made available to the Institution. Manager will retain said records for a period of three (3) years, or as required by law, after which time the records shall be transferred to Institution. At the termination of this agreement all records, except those required by law to be retained by Manager, shall be returned to Institution for retention.

3.13 *Use and Maintenance of Premises.* Manager agrees not to knowingly permit the use of the Property for any purpose which might void any policy of insurance relating to the Property or which might render any loss there under uncollectible, or which would be in violation of any government restriction.

3.14 *Parking Garage.* Manager agrees to assume a lead role on behalf of the tenants in addressing building parking garage safety issues and needs through the parking garage owner and operator. In addition the Manager agrees to seek parking alternatives for tenants as may be warranted from time to time.

3.15 *Local Communications.* Manager agrees to maintain regular communications with institution local personnel keeping the Operations Coordinator/Events Manager apprised of operational, scheduling, parking and other matters that may impact institutional operations and employees.

ARTICLE IV

INSURANCE AND INDEMNIFICATION

4.1 *Insurance*

4.1.1 *General Requirements.* Manager is required to carry the types and limits of insurance shown in this insurance clause, section 4.1.2, and to provide Institution with a Certificate of Insurance ("certificate"). Certificates shall be provided within seven (7) days of the signing of the contract by the Manager. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to Institution prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section.

Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Institution may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at Institution's option.

All policies shall name Institution as Additional Insured. On the certificate, the Institution shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificates shall be mailed to: University of Idaho, Risk Management, 875 Perimeter Drive, MS 3162, Moscow, ID 83844-3162.

Failure of Institution to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of Manager's obligation to maintain such insurance.

No Representation of Coverage Adequacy. By requiring insurance herein, Institution does not represent that coverage and limits will necessarily be adequate to protect Manager, and such coverage and limits shall not be deemed as a limitation on Manager's liability under the indemnities granted to Institution in this section.

4.1.2 *Required Insurance Coverage.* Manager shall at its own expense obtain and maintain:

4.1.2.1 *Commercial General and Umbrella / Excess Liability Insurance.* Manager shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a Manager contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

4.1.2.2 *Commercial Auto Insurance.* For any corporate vehicles in use, Manager shall maintain a Commercial Auto policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than

\$10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

4.1.2.3 *Personal property.* Manager shall purchase insurance to cover Manager's personal property. In no event shall Institution be liable for any damage to or loss of personal property sustained by Manager, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

4.1.2.4 *Workers' Compensation.* Manager shall maintain all coverage statutorily required of the Manager, and coverage shall be in accordance with the laws of Idaho. Manager shall maintain Employer's Liability with limits of not less than \$100,000 / \$500,000 / \$100,000.

4.1.2.5 *Professional Liability.* If available generally to members of the Manager's profession, Manager shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

4.2 *Indemnification and Hold Harmless.* Manager shall indemnify, defend and hold harmless the State of Idaho, and Institution and its governing board, employees, agents, and assigns, from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Manager's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Manager, or any of its agents, contractors, employees, invitees or guests.

Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, the University shall indemnify and hold harmless Manager, its agents, and employees, from and/or against any and all claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's possession, operations, or performance under this agreement. This indemnification does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Manager, its agents or assigns, or when the claim or suit is made against Manager by the University, the State of Idaho, or any of its agencies. Manager shall promptly notify the University of Idaho, Attn: Risk Management Officer, 875 Perimeter Dr., MS 3162, Moscow, Idaho 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with the University or its representatives in the defense of the same. The University's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and this indemnification, are \$500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act.

ARTICLE V

TERMINATION

5.1 *Termination of Contract.* Notwithstanding the provisions of Article I above to the contrary, either party may terminate this Agreement at any time at its election, provided only that at least sixty (60) days written notice of such termination is given to the other party.

5.2 *Obligations Upon Termination.* Upon termination of this Agreement, for whatever reason, each party shall promptly pay to the other, as soon as the same is determinable after the effective date of termination, all amounts due such other party under the terms of this Agreement, and upon such payment neither party shall have any further claim or right against the other, except as expressly provided hereinafter.

Upon termination for whatever cause, Manager shall, not later than the effective date of termination, deliver to the Institution, copies of documents in its possession necessary or desirable for the operation of the property, including but not limited to: all books, permits, plans, records, licenses, contracts and other documents pertaining to the Property and its operation, all insurance policies, bills of sale, or other documents evidencing title or rights of the Institution.

All personal property of Institution, whether on the premises of the Property or elsewhere, shall be delivered intact to Institution or Institution's representative. The Operating Account provided for in Section 3.9 hereof will be transferred as directed by the Institution. Manager further agrees to do all other things reasonably necessary to cause an orderly transition of the management of the Property without detriment to the rights of the Institution or to the continued management of the Property.

ARTICLE VI

MISCELLANEOUS PROVISIONS

6.1 *Headings.* The headings used herein are for purposes of convenience only and should not be used in constructing the provisions hereof.

6.2 *Notice.* Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

To the Institution: Vice President for Finance and Administration
University of Idaho
875 Perimeter Dr., MS 3168

Moscow, ID 83844-3168
Phone: (208) 885-6174
Fax: (208) 885-5504

with copies to:

Assistant Vice President, Facilities
University of Idaho
875 Perimeter Dr. MS 2281
Moscow, ID 83843-2281
Phone: (208) 885-6246
Fax: (208) 885-9333

and

Associate Vice President & CEO
University of Idaho
322 East Front Street; Suite #350
Boise, ID 83702
Phone: (208)364-4002
Phone: (208) 364-4041 (direct line)
Fax: (208) 364-4084

To Manager: Oppenheimer Development Corporation
877 W. Main St., Suite 700
Boise, Idaho 83702

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.3 *Relationship of the Parties.* It is expressly understood that Manager is an independent contractor and not the partner, or employee of Institution. Manager and Manager's workers are not employees of Institution and are not entitled to tax withholding, Workers' Compensation, unemployment compensation, or any employee benefits, statutory or otherwise. The relationship between the parties is that of principal and agent, and Manager is governed under the regulations promulgated by the Idaho Real Estate Commission.

6.4 *Covenant of Further Assurances.* The parties hereby agree to execute such other documents and perform such other acts as may be necessary or desirable to carry out the purposes of this Agreement.

6.5. *Confidentiality of Information.*

6.5.1 Manager agrees to keep confidential and not to disclose to third parties any information provided by Institution pursuant to or learned by Manager during the course of this Agreement unless Manager has received the prior written consent of Institution to make such disclosure. This obligation of confidentiality does not extend to any information that:

6.5.1.1 Was in the possession of Manager at the time of disclosure by Institution, directly or indirectly;

6.5.1.2 Is or shall become, through no fault of Manager, available to the general public, or

6.5.1.3 Is independently developed and hereafter supplied to Manager by a third party without restriction or disclosure.

6.5.2 This provision shall survive expiration and termination of this Agreement.

6.6 *Entire Agreement.* This document represents the entire agreement between the parties with respect to the subject matter hereof, and to the extent inconsistent therewith, supersedes all other prior agreements, representations, and covenants, oral or written. Amendments to this Agreement must be in writing and signed by both parties.

6.7 *Assignment.* Institution shall have the right to assign at its discretion, this agreement and all its rights, duties and responsibilities to the entity or entities who either are owner-occupants in the Idaho Water Center or who are charged with managing the Water Center under the IWC Condominium Declaration. Manager may not assign the rights or delegate the obligations under this Agreement without Institution's prior written consent.

6.8 *Successors and Assigns.* Subject to the limitations concerning assignment, this Agreement shall be binding upon and inure to the benefit of the parties, their heirs, legal representatives and successors.

6.9 *Attorney Fees.* In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

6.10 *Non-Waiver.* The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

6.11 *Representations and Warranties.* Manager represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; (d) that in performing the services called for hereunder Manager will not be in breach of any agreement with a third party; and (e) that it has familiarized itself with the local conditions under which this agreement is to be performed.

6.12 *Compliance with Rules, Regulations, and Instructions.* Manager shall follow and comply with all rules and regulations of the Institution and the reasonable instructions of Institution personnel. The Institution reserves the right to require the removal of any worker it deems unsatisfactory for any reason. Manager shall comply with all local, state and federal laws in its performance of this agreement.

6.13 *Time of the Essence.* Time is of the essence of this Agreement.

6.14 *Governing Law.* This Agreement shall be governed by and construed in accordance with the laws of the State of Idaho.

6.15 *Severability.* Every provision of this Agreement is intended to be severable. If any term or provision hereof is illegal for any reason whatsoever, such provision shall be severed from the Agreement and shall not affect the validity of the remainder of this Agreement.

6.16 *Appropriations clause.* The Institution's obligations and liabilities are subject to the appropriation of funds from the state of Idaho, which appropriation shall be in the state of Idaho's sole discretion, from revenues legally available to the Institution for the ensuing fiscal year(s) for the purposes of this Agreement. If the state of Idaho does not appropriate the funds for the purpose of this Agreement, the Agreement shall not renew and shall terminate and neither party shall have any further obligations hereunder

6.17 *Authority.* Institution and Manager hereby certify that each is duly authorized to execute the foregoing Agreement and that the Agreement, when so executed, will be binding upon the Institution and Manager in accordance with its terms and no further authorization is required.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed as of the day and year first above written.


INSTITUTION: THE REGENTS OF THE UNIVERSITY OF IDAHO

By: Brian Foisy

Title: Vice President, Finance and Administration

Date: _____

MANAGER: OPPENHEIMER DEVELOPMENT CORPORATION

By: 
Jeremy Malone

Title: Vice President

Date: APRIL 19, 2019

**IDAHO WATER CENTER
FY2020 OPERATING BUDGET**

G/L Act		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	BUDGET 2020	BUDGET 2019	PER SF 2020
	EXPENSES															
	UTILITIES															
6110	ELECTRICITY	21,000	23,000	19,000	15,500	15,000	14,000	13,000	13,000	14,000	16,000	17,250	21,000	201,750	208,550	\$0.98
6120	NATURAL GAS	10	10	10	10	10	10	10	10	10	10	10	10	120	0	\$0.00
6123	GEOTHERMAL	500	500	500	500	1,500	4,500	4,500	3,500	1,500	500	500	500	19,000	18,750	\$0.09
6130	WATER	3,000	0	3,000	0	1,500	0	750	0	650	0	3,000	0	11,900	13,550	\$0.06
6145	SEWER	800	800	800	800	800	800	800	800	800	800	800	800	9,600	5,905	\$0.05
6155	TRASH	750	800	750	800	750	800	750	800	750	800	750	800	9,300	9,300	\$0.05
6170	TELEPHONE	570	570	570	570	570	570	570	570	570	570	570	570	6,840	5,640	\$0.03
	TOTAL UTILITIES	26,630	25,680	24,630	18,180	20,130	20,680	20,380	18,680	18,280	18,680	22,880	23,680	258,510	261,695	\$1.25
	JANITORIAL															
6210	JANITORIAL CONTRACT	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	148,017	150,000	
6220	WINDOW WASHING	0	1,500	-	-	5,650	-	1,500	-	-	-	8,150	-	16,800	17,500	
6230	OTHER JANITORIAL CLEANING	1,500	0	0	1,500	0	0	1,500	0	0	1,500	0	0	6,000	6,000	
6240	DAY MATRON	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	33,441	32,291	
	TOTAL JANITORIAL	16,622	16,622	15,122	16,622	20,772	15,122	18,122	15,122	15,122	16,622	23,272	15,122	204,258	205,791	\$0.99
	MAINTENANCE CONTRACT WAGES															
6310	MAINTENANCE CONTRACT WAGES	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	162,660	156,000	
	TOTAL MTNCE. CONTRACT WAGES	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	162,660	156,000	\$0.79
	SUPPLIES															
6410	JANITORIAL	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000	26,400	
6420	ELECTRICAL	700	700	700	700	700	700	700	700	700	700	700	700	8,400	9,000	
6430	PLUMBING	200	200	200	200	200	200	200	200	200	200	200	200	2,400	2,400	
6440	HVAC	1,500	500	500	500	2,000	500	1,500	500	500	500	2,000	500	11,000	10,000	
6450	MISCELLANEOUS	250	250	250	250	250	250	250	250	250	250	250	250	3,000	3,000	
	TOTAL SUPPLIES	4,900	3,900	3,900	3,900	5,400	3,900	4,900	3,900	3,900	3,900	5,400	3,900	51,800	50,800	\$0.25
	REPAIRS/MAINTENANCE															
6510	HVAC MAINTENANCE CONTRACT	400	400	400	400	400	400	400	3,400	400	400	400	400	7,800	6,100	
6520	HVAC	2,500	0	40,000	2,500	0	0	2,500	0	0	2,500	0	0	50,000	10,000	
6530	ELEVATOR MAINTENANCE CONT.	2,156	2,156	2,856	2,156	2,156	2,156	2,267	2,267	2,267	2,267	2,267	2,267	27,238	41,935	
6550	COMMON AREAS	0	12,000	2,500	8,000	0	2,500	0	5,000	2,500	0	0	2,500	35,000	55,000	
6560	ROOF REPAIRS	0	0	0	0	300	0	0	0	0	0	300	0	600	600	
6570	EXTERIOR REPAIRS	1,000	0	2,000	1,000	0	0	1,000	0	2,000	1,000	0	0	8,000	8,000	
6575	GEN/FIRE PUMP	0	0	800	0	0	0	0	400	0	0	0	0	1,200	1,200	
6585	MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL REPAIRS/MAINT.	6,056	14,556	48,556	14,056	2,856	5,056	6,167	11,067	7,167	6,167	2,967	5,167	129,838	122,835	\$0.63
	BUILDING SECURITY															

IDAHO WATER CENTER
FY2020 OPERATING BUDGET

G/L Act	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	BUDGET 2020	BUDGET 2019	PER SF 2020
EXPENSES															
6610 SECURITY	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	22,800	22,800	
6620 LIFE SAFETY	170	170	10,670	670	170	670	170	170	670	170	170	670	14,540	14,540	
6625 FIRE MONITORING	26	26	26	26	26	26	26	26	26	26	26	26	312	312	
6630 MISCELLANEOUS	250	0	0	0	0	0	250	0	0	0	0	0	500	8,000	
TOTAL BLDG. SECURITY	2,346	2,096	12,596	2,596	2,096	2,596	2,346	2,096	2,596	2,096	2,096	2,596	38,152	45,652	\$0.18
LANDSCAPE SERVICES (INCLUDED IN ASSOCIATION FEES?)															
6710 LANDSCAPE MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6720 SPRINKLER SYSTEM MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6730 COMMON AREA PLANTINGS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6740 PARKING LOT MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6750 SNOW REMOVAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL LANDSCAPE SERVICES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\$0.00
INSURANCE															
6810 PROPERTY INSURANCE	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	38,950	38,950	
TOTAL INSURANCE	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	41,347	38,950	\$0.20
TOTAL DIRECT EXPENSES	73,554	79,854	121,804	72,354	68,254	64,354	68,915	67,865	64,065	64,465	73,615	67,465	886,565	886,403	\$4.30
MANAGEMENT FEES															
7100 MANAGEMENT FEES	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	157,500	150,000	
TOTAL MANAGEMENT FEES	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	157,500	150,000	\$0.76
ADMINISTRATIVE COSTS															
7400 PROFESSIONAL DUES/SUBSCRIPTIONS	250	250	250	250	250	250	250	250	250	250	250	250	3000	2,400	
7487 PARKING EXPENSE	500	500	500	500	500	500	500	500	500	500	500	500	6000	6,000	
7420 OFFICE SUPPLIES	100	100	150	100	100	150	100	100	150	100	100	150	1400	1,400	
7430 CONDO ASSOCIATION	1,899	1,671	1,671	2,186	1,825	849	1,883	793	1,722	1,899	1,722	1,732	19852	20,226	
7445 BANK FEES	50	50	50	50	50	50	50	50	50	50	50	50	600	900	
7490 MISC. EXPENSE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL ADMIN. COSTS	2,799	2,571	2,621	3,086	2,725	1,799	2,783	1,693	2,672	2,799	2,622	2,682	30,852	30,926	\$0.15
TOTAL EXPENSES	89,478	95,550	137,550	88,565	84,104	79,278	84,823	82,683	79,862	80,389	89,362	83,272	1,074,917	1,036,187	

\$5.21

NOTE: These projections are prepared solely for internal use by Oppenheimer Development Corporation and are based on assumptions and estimates which may change or may be wholly inaccurate. Any other use of this schedule is absolutely unauthorized.

CONSENT
JUNE 20, 2019

SUBJECT

Idaho Established Program to Stimulate Competitive Research (EPSCoR)
Committee Appointments

REFERENCE

October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tippits to the Idaho EPSCoR Committee (Replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Established Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill and Skip Oppenheimer to the committee.
April 2017	Board appointed Senator Nye to the committee, replacing Senator Lacey.
June 2017	Board reappointed David Tuthill and Leo Ray to the committee, both representing the private sector.
October 2018	Board appointed Dr. Harold Blackman (replacing Dr. Mark Rudin) and Dr. Todd Combs (replacing Dr. Kelly Beierschmitt).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

The Established Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policies established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science,

CONSENT
JUNE 20, 2019

technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board Policy III.W. and includes the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University who serve as voting ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

The Idaho EPSCoR Committee is recommending the reappointment of both David Barnaby and Gynii Gilliam as private sector representatives.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Letter of Interest, David Barneby
Attachment 3 – Letter of Interest, Gynii Gilliam

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to reappoint David Barneby to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2019 through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to reappoint Gynii Gilliam to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2019 through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
JUNE 19, 2019**

ATTACHMENT 1

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position	Board Meeting
Barneby, David G.	9/9/2008	1/1/2014	6/30/2019	Private Sector	(Retired)VP Nevada Power	12/19/2013 2/27/2014
Combs, Todd	10/18/2018		6/30/2021	INL		10/18/2018
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.	4/22/2005 10/22/2015
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
Dave Tuthill	8/16/2012	6/15/2017	6/30/2022	Private Sector		6/15/2017 8/16/2012
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector		10/22/2015
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector		4/22/2005 2/18/2010 10/22/2015
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
Noh, Laird	12/13/2006	7/1/2011 7/1/2016	6/30/2021	Private Sector	Vice-Chair	(6/27/2012) 12/9/2010 12/15/2016
Nye, Mark	4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
Oppenheimer, Skip	12/15/2016		6/30/2021	Private Sector		12/15/2016
Ray, Leo	12/16/2006	7/1/2011 6/15/2017	6/30/2022	Private Sector	Fish Breeders	(6/27/2002) 12/9/2010 6/15/2017
Blackman, Harold	10/18/2018		Ex-officio	VPR	BSU - VPR	10/18/2018
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor	4/22/2005 2/21/2013
Stevens, Dennis	(1/23/01) 4/22/2005	4/22/2005 2/18/2010 10/22/2015	6/30/2020	Private Sector	Physician	4/22/2005 2/18/2010 10/22/2015
Vacant			Ex-officio	VPR	ISU - VPR	

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position	
TBD	----		Ex-officio		Representative from Governors Office	
David Hill	12/15/2016		Ex-officio		Idaho State Board Members	12/15/2016

May 9, 2019

Dr. Laird Noh, Chairman
Idaho State EPSCoR Committee

Subject: EPSCoR
Committee Member Reappointment

Dear Laird:

My term on the EPSCoR Committee expires this year. It would be an honor to serve another term on this committee.

Attached is my resume for your reference. Please let me know if you need any additional information from me.

Sincerely,

David G. Barneby
3083 E. 3100 N
Twin Falls, ID 83301

Cc: Rick Schumaker

Attachment

David G. Barneby

David Barneby is a retired utility executive with 35 years of experience in the power industry. Throughout his career he worked with fossil fired power plants, including four coal-fired plants. He received a Mechanical Engineering degree in 1967 from California State Polytechnic, San Luis Obispo, CA. Dave retired in Fall, 2001, and now resides in Twin Falls, Idaho.

Volunteer Experience

- Currently completing second term as a member of the EPSCOR Idaho State Committee.
- Volunteered as a Fifth Judicial District Court Appointed Special Advocate from 2006 to 2016; handling 25 child protection cases involving and representing about 60 children.
- Served on the Cal Poly San Luis Obispo Dean of Engineering's Industry Advisory Board from 1993-1999.
- Served on the UNLV Dean of Engineering Industry Advisory Board from 1994 to 1999.

Work Experience

1999-2001 - Vice President Generation for Nevada Power Company (NPC) and Sierra Pacific Power Company. During this period, as directed by the NV. Public Utilities Commission and the Nevada Legislature, Sierra Pacific Resources sold several of its wholly owned generating facilities to independent generators for \$1.6 billion. In 2001, NV reversed its course and prohibited the sales.

1998-1999 - Assigned as NPC's merger integration leader, working with a Sierra Pacific Resources (SPR) counterpart, to plan and implement the successful integration of two merging utility companies. Later, between 1999 and 2001, performed integration planning duties for the attempted acquisition by SPR of Portland General Electric Co.

1993-1999 - Vice President, Power Delivery, NPC. Responsible for all power production engineering, operation, and construction. Also responsible for line department, substation department, and communication department activities, and fuel procurement and management.

1989-1999 – Member of the Coordinating Committees managing 275 MW Reid Gardner #4, 550 MW Valmy Station, 2300 MW Navajo Station, and 1600 MW Mohave Station, all coal-fired plants.

1989-1993 - Vice President, Power Supply, NPC. Responsible for power production engineering, operation, and construction. Also responsible for company environmental activities, fuel procurement and management, and power system dispatch, including short term power procurement activities.

1983-1989 - Manager, Generation Engineering and Construction Dept., NPC. Responsible for all engineering, large contracted maintenance projects, and construction activities on NPC generating facilities.

1974-76 & 1983-89 – Member of the Engineering and Operating Committees, Mohave Station and Navajo Station. Served as NPC's owner representative on these coal fired joint ownership projects' steering committees.

- 1979-1983** - Project Manager, Engineering, Construction, and Startup of Reid Gardner #4, a 275 MW, \$316 million coal fired unit built with the California Department of Water Resources as partner. This was a fast track project, with an urgent need for timely 1983 completion because of expiring power supply contracts held by the State of California.
- 1976-1979** - Plant Superintendent, Reid Gardner Station. Responsible for the on site management of a three unit, 375 MW coal fired generating plant with flue gas scrubbing at Moapa, NV.
- 1974-1976** - Mechanical Engineer, NPC. Duties included project engineering and management of the construction and startup of Reid Gardner #3.
- 1971-1974** - Associate Mechanical Engineer, NPC. Projects included project management duties on Clark #4 and project engineering duties on the retrofit of flue gas scrubbers onto Reid Gardner Units 1 & 2. Duties also included engineering on Reid Gardner #3, a new 125 MW coal fired with flue gas scrubbing.
- 1970-1971** - Assistant Mechanical Engineer, NPC. Projects included engineering on Clark #4, a 50 MW combustion turbine peaking unit. Also provided support to NPC Legal and Engineering Departments as Clark County enacted the most stringent coal fired power plant air pollution control regulations in the US at that time.
- 1967-1970** - US Army.
US Army Corps of Engineers Officer Candidate School, Ft. Belvoir, VA., commissioned Second Lieutenant 1968.
US Army, 1968 & 1969, attended Engineer Equipment Officer Course, then assigned as a Test Officer at US Armor and Engineer Board, Ft. Knox, KY.
US Army 1969 and 1970, 20th Engineer Brigade, Phu Loi, S. Viet Nam. Commanded an asphalt batch plant and asphalt paving enhanced platoon, constructed roads and airfield facilities in the area N and W of Saigon. Performed road construction in 1970 in Cambodia during the incursion.
- 1967** - Junior Mechanical Engineer, NPC Generation Department. Performed engineering work and construction inspection duties on Reid Gardner #2, a 125 MW coal fired generating unit
- Summers 1965 & 1966** - Engineer in Training, Nevada Power Company (NPC), Las Vegas, NV. Power Plant testing assignments.

Personal

- Retired Oct. 1, 2001, moved to Twin Falls, ID. Currently operates a small farm, manages investments, and performs volunteer work.
- Married 1972-present, two adult daughters.

David G. Barneby
3083 E. 3100 N.
Twin Falls, ID 83301
(208) 329-7228
(208) 308-3451

May 8, 2019

Dear Chairman Noh,

Thank you for the opportunity to extend my NSF EPSCoR committee term; I am very interested in staying on as a member of the committee.

As one of the economic development professionals in the state, my affiliation with NSF EPSCoR has been very beneficial both for my organization and our state professional organization. As an industry, we value our critical partnership with higher education –the talent from universities help drive our economy. We also know that university activity, including R&D, can be a leading factor in a community's and our state's success in economic development. Having first-hand and direct knowledge of some of the key R&D our universities are engaged in has allowed me to share the information with not only my colleagues statewide through the Idaho Economic Development Association, but also nationally through the International Economic Development Corporation. I also hope that my perspective as an economic development professional contributes to the variety of views that we bring to the committee. Moreover, as we lean more and more towards developing a knowledge-based economy in the state, it's imperative that we're aware of what's happening in our universities.

On a personal note, I love the sciences. Up to my junior year at UCLA, I was a biology and chemistry major. I switched to political science and economics, when I got an internship with a consulting firm working in the field of economic development. I still enjoy reading about recent developments in chemistry, physics, space exploration and any field of science and technology. Being a part of the NSF EPSCoR committee allows me to stay connected with this personal interest, in addition to the professional benefits.

I look forward to continuing to serve on the committee. I've attached a short bio to this letter. However, if you need a more comprehensive copy of my resume, I'd be happy to forward it to you.

Thank you,



Ms. Gynii Abracosa Gilliam
President & CEO
Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc.

Coeur d'Alene Area Economic Development Corporation

210 Sherman Avenue, Suite 206 – Coeur d'Alene, Idaho 83814

Gynii Abracosa Gilliam is the President and CEO of the Coeur d'Alene Area Economic Development Corporation (CdAEDC/Jobs Plus, Inc.). She is charged with helping create healthy communities in the North Idaho region by diversifying the economy, helping businesses create jobs, and empowering its citizens with quality jobs. She joined CdAEDC in March of 2015, and since then has led the local team that has helped businesses bring over 2000 direct jobs and over \$150M in capital investment to the county.

Prior to joining CdAEDC, she served as the chief economic development officer for the Idaho Department of Commerce, President of the Bannock Development Corporation, and the Executive Director of the Salmon/Lemhi Economic Development Organizations. Gynii has over 25 years of experience in the field, in both the private and public sectors –from rural communities of 500 to urban centers, like Los Angeles and Detroit.

Gynii was a Graduate Fellow at the University of Michigan where she received her Master in Urban and Regional Planning, and a California State Scholar at UCLA where she received her Bachelor of Arts in Political Science. Gynii has two sons, Jonathan, an architect in Los Angeles; and Michael an ER Nurse in Boise.



CONSENT
JUNE 20, 2019

SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the General Education Committee.
December 2016	The Board appointed Dr. Joanne Togle (ISU) and John Bieter (BSU) to the General Education Committee.
August 2017	The Board appointed Lori Barber, representing EITC, to the General Education Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the General Education Committee.
April 2019	The Board appointed Dean Panttaja, representing the UI, and Whitney Smith-Schuler, representing CSI, to the General Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state General Education Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each Idaho public postsecondary institution appointed by the Board; a representative from the Division of Career Technical Education, as an ex officio member; a representative from the Idaho Registrars Council; and the Office of the State Board of Education's Chief Academic Officer, who serves as chair to the committee.

The College of Western Idaho (CWI) has forwarded the name of Greg Wilson for consideration to replace Jana McCurdy who is transitioning to a full-time faculty position at CWI.

IMPACT

The proposed appointment replaces CWI's representative on the Committee.

CONSENT
JUNE 20, 2019

ATTACHMENTS

Attachment 1 – Current General Education Committee Membership

STAFF COMMENTS AND RECOMMENDATIONS

Mr. Greg Wilson earned a Bachelor of Arts in English from the University of Idaho, a Masters in Theology from Dallas Theological Seminary, and an Master of Arts in English from the University of Dallas. He spent the next 10 years teaching English and Theology in Nigeria, before moving back to Boise where he grew up. Over the last 10 years, he taught at a local high school, The Ambrose School, as well as teaching as an adjunct at Boise State University and the College of Western Idaho. In 2013, he was hired as a full-time lecturer for the Multidisciplinary Studies Program at Boise State University, where he also headed up their program assessment and review team. Starting in August of 2019, Mr. Wilson will be the General Education Coordinator for the College of Western Idaho and will be taking over responsibilities on the State General Education Committee for Jana McCurdy.

Board staff recommends approval.

BOARD ACTION

I move to appoint Mr. Greg Wilson, representing the College of Western Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**State Board of Education
General Education Committee**

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College – Mary Flores was appointed in **October, 2014**

Larry Briggs is the Dean of General Studies at North Idaho College – Larry Briggs was appointed in **October, 2014**

Jana McCurdy is the General Education Coordinator at the College of Western Idaho – Jana McCurdy was appointed in **June, 2016**

John Bieter is the Director of the Foundational Studies Program at Boise State University – John Bieter was appointed in **December, 2016**

Joanne Tokle is Acting Dean, College of Business and Associate Vice President for Academic Affairs at Idaho State University – Joanne Tokle was appointed in **December, 2016**.

Lori Barber is the General Education Director at College of Eastern Idaho – Lori Barber was appointed in **August, 2017**

Dean Panttaja is the Director of General Education and the Vice Provost for Academic Initiatives Department at the University of Idaho – **Dean Panttaja was appointed in April, 2019**

Whitney Smith-Schuler is the Department Chair for General and Liberal Studies at the University of Idaho –**Whitney Smith-Schuler was appointed in April, 2019**

Adrian San Miguel is the Director of Program Standards at the Division of Career Technical Education, a representative from the Division of Career Technical Education, as an ex officio member.

Mandy Nelson is the Associate Registrar-Catalog and Evaluation Services/NCAA at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

Randall Brumfield is the Chief Academic Officer at the Office of the State Board of Education, who serves as Chair of the Committee.

**CONSENT
JUNE 20, 2019**

**IDAHO WWAMI MEDICAL EDUCATION PROGRAM/UNIVERSITY OF WASHINGTON
SCHOOL OF MEDICINE**

SUBJECT

WWAMI Admissions Committee Appointments

REFERENCE

June 18, 2015	The Board approved the three-year appointment of Dr. Lance Hansen, renewable once for an additional three years.
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April 20, 2017	The Board confirmed proposed WWAMI Admissions Committee members, Dr. Robert McFarland and Dr. Jennifer Gray to serve a three-year term, renewable once for an additional three years.
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February 15, 2018	The Board confirmed proposed WWAMI Admissions Committee member, Dr. Cyndi Robison Hayes to serve a three-year term, renewable once for an additional three years.
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ALIGNMENT WITH STRATEGIC PLAN

Goal 4: WORKFORCE READINESS – Objectives A: Workforce Alignment; and Objective B: Medical Education.

BACKGROUND/DISCUSSION

The Idaho WWAMI Admissions Committee consists of Idaho physicians who interview Idaho applicants interested in attending the University of Washington School of Medicine. The members of the Idaho WWAMI Admissions Committee serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the committee. Idaho physicians currently serving on the committee are: Lance Hansen, MD, Family Physician of Montpelier, Robert McFarland, MD, Family Physician of Coeur d'Alene, Jennifer Gray, MD, Family Physician of McCall, and Cyndi Robison Hayes, MD, (OBGYN) of Boise.

During the 2019 interview season Idaho WWAMI interviewed a significant number of applicants, and this workload volume has inundated the four members currently serving on the Idaho Admissions Committee. To address the increasing work demands, associated with reviewing and interviewing a growing applicant pool, WWAMI has requested three additional committee positions be provided. This would expand the committee size from four to seven members. The Idaho WWAMI Admissions Oversight Nominating Committee has identified three outstanding Idaho physicians to serve on the Committee for the University of Washington School of Medicine.

CONSENT
JUNE 20, 2019

The Idaho Admissions Oversight Nominating Committee, (consisting of the first-year Idaho WWAMI Director, an Idaho WWAMI Assistant Clinical Dean, Idaho State Board of Education Chief Academic Officer, the Idaho Admissions Committee Chair and a member of the Idaho Medical Association Committee on Medical Education Affairs) reviewed the applications of Haley Minnehan, MD, Family Physician from Cottonwood, Erich Garland, MD, Neurologist from Idaho Falls, and John Hatzenbeuhler, MD, Family Physician from Hailey. Factors taken into consideration included, but were not limited to, geographic diversity and strong representation by primary care. The committee unanimously supports the appointment of these three individuals to serve on the Idaho WWAMI Admissions Committee. See attachments 1-4.

IMPACT

Admissions interviews take place in Idaho during the January – March time period of each year. New members of the committee must be in place by July 2019 to allow adequate time to orient and train prior to the beginning of interview season in January, 2020. The expansion of the committee will allow for a more thorough and efficient applicant review process.

ATTACHMENTS

Attachment 1 - Current Idaho WWAMI Admission Committee
Attachment 2 - Nomination Packet Haley Minnehan, MD
Attachment 3 - Nomination Packet Erich Garland, MD
Attachment 4 - Nomination Packet John Hatzenbeuhler, MD

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval for the expansion of the Idaho WWAMI/University of Washington School of medicine from four to seven members. Staff also recommends approval of the individuals nominated to serve on the committee.

BOARD ACTION

I move to approve the request by Idaho WWAMI/University of Washington School of Medicine to increase the committee from four to seven-members.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Haley Minnehan, MD, Erich Garland, MD, and John Hatzenbeuhler, MD, to the Idaho WWAMI Admissions Committee for a term of three years, effective July 1, 2019, ending June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



April 12, 2019

Matt Freeman
Executive Director
Idaho State Board of Education
650 W. State Street
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman,

I am writing on behalf of The Idaho WWAMI Admissions Oversight Nominating Committee, which has identified the following three outstanding Idaho physicians to serve on the Idaho WWAMI Admissions Committee for the University of Washington School of Medicine. During the 2019 interview season, Idaho WWAMI interviewed a record number of 102 applicants, and this workload volume has overwhelmed our current 4-member Idaho Admissions committee. For this reason, the Nominating Committee seeks to add three more members to the Admissions Committee starting in July 2019.

These proposed new members will serve three-year terms from July 2019 to June 2022 with optional second terms from July 2022 through June 2025. Each candidate's CV is attached for your review.

1. Haley Minnehan, MD, Family Physician practicing in Cottonwood, Idaho.
2. Erich Garland, MD, Neurologist practicing in Idaho Falls and Blackfoot, Idaho.
3. John Hatzenbuehler, MD, Family Physician practicing in Hailey, Idaho.

Thank you for your support of the Idaho Admissions Oversight Nominating Committee and Idaho WWAMI. Please feel free to contact me with any questions.

Sincerely,

Mary E. Barinaga, MD, FAAFP
Member, Idaho WWAMI Admissions Oversight Committee

Mary Barinaga, MD, FAAFP

Assistant Clinical Dean, Regional Affairs

WWAMI Clinical Medical Education, 322 East Front Street, Suite 590 Boise, ID 83702

208.364.4548 barinm@uw.edu

Erich W. Garland, MD, FACP, FAAN
Idaho Falls Neurology since 1991
3920 Washington Parkway
Idaho Falls, ID 83404
(208) 227-0158
Fax (208) 227-0159
egarland@ifneurology.org
Serving Idaho Falls since 1991

Licenses and Certifications:

Board Certified Neurology, April 16, 1994 by the American Board of Psychiatry and Neurology.
Certification Number 39469 no expiration

Board Certified Vascular Neurology, April 13, 2009 by the American Board of Psychiatry and Neurology
Certification Number 791 expires December 2019

Idaho November 1991 expires June 30 of each year

Education:

1986-1989	University of New Mexico Hospital and School of Medicine, 2211 Lomas Blvd NE Department of Neurology, Albuquerque, NM 87131. Residency in Neurology Chairman: Gary A. Rosenberg, M.D. Residency Coordinator: Joseph Bicknell, M.D. (retired in 1999)
1985-1986	Texas Tech University Health Sciences Center Department Internal Medicine Lubbock, TX 79430 Internship in Medicine Chairman: Neil Kurtzman, M.D.
1981-1985	Texas Tech University School of Medicine Graduated in June 1985 Degree obtained: Doctor of Medicine
1978-1981	University of Texas at Dallas Richardson, TX Masters Program in Molecular Biology No Degree obtained
1974-1978	Lamar University Beaumont, TX Degree obtained: BS in Chemistry and BS in Biology

Experience and Professional Organizations

Active staff at Eastern Idaho Regional Medical Center

- Past President Medical staff 2007
- Member of the Department of Medicine and past Chairman 1991-present
- Medical Director of Stroke Program 2009-present
- Medical Director for the Neuro Diagnostic lab 2008-present
- Chairman of the By-Laws Committee 2010-present

Active staff at Bingham Memorial Hospital

Active staff at Mountain View Hospital

Medical Director of Idaho Falls Neurology 1991-present

Member of the Idaho Medical Association (IMA)

- Delegate Bonneville County Medical Society 1991-present
- Past President of the Bonneville County Medical Society
- Past Member of the Board of Trustees 2003-2012
- Past President of IMA 2010-2011

Member of the American Academy of Neurology (AAN)

- Completion of the 2004 Palatucci Advocacy Training Program
- Past member of the Section Council to the American Medical Association (AMA) and Alternate Delegate to AMA

Member of the American Medical Association since 1981

- Alternate Delegate representing the AAN 2004-2008
- Alternate Delegate representing the IMA 2011

Member of the American Epilepsy Society

- Member of the Practice Committee 2002-2004

Member of the Idaho State Board of Medicine 2015-2021

Interstate Medical Licensure Compact Commission

Academic appointment with Idaho State University in Pocatello, Idaho

- Nurse Practitioner Program, Physician Assistant Program and the Pharmacy Program

Academic appointment with the University of Washington, Seattle, Washington

Clinical Associate Professor of Neurology teach 3rd and 4th year medical students

- Department of Neurology

Current Active Membership in Professional Societies:

1981 - American Medical Association
1987 - American Academy Neurology
1989 - American Epilepsy Society
1991 - Bonneville County Medical Society
1991 - Idaho Medical Society
1997 - American Association of Electrodiagnostic Medicine
1999 - American Stroke Association
2006 - American College of Physicians

Clinical Trial Experience

Metrifonate in Alzheimer Trial 1998

LAM40097 GSK 2003

Closure 1 Trial NMT Medical 2003

Takeda Protocol #01-06-TL-583-006 2006

Mitsubishi Pharma Corp Protocol MCC-257/A03 2009

ATACH-II Trial 2011

RESPECT ESUS Trial 2014

Publications

Akers, Abrego and Garland. Thujaplicins from Thuja plicata as Iron Transport Agents for Salmonella typhimurium. J of Bacteriology, Jan. 1980,p. 164-168

Professional Interests:

Epilepsy in adults and children
Migraine headaches in adults and children
Sleep disorders
Stroke acute management and secondary prevention
Peripheral nerve disorders & Muscle disease
Multiple sclerosis
Neurorehabilitation
Parkinson's disease and tremor
Spasticity, Dystonia and other movement disorders

Procedures done as outpatient

Nerve conduction studies (NCS)
Electromyography (EMG)
Botox A injections for spasticity, dystonia and migraine
Programming of Vagal Nerve Stimulator (VNS)
Programming of Deep Brain Stimulator (DBS) in treatment of Parkinson's and Essential tremor
Scalp EEG, ambulatory scalp EEG and evoked potential interpretations
Muscle and nerve ultrasound

HALEY MINNEHAN, MD

PO BOX 240 COTTONWOOD ID 83522

haleminn@hotmail.com

208-507-1200

EDUCATION AND TRAINING

1998-2001

FAMILY MEDICINE RESIDENCY OF IDAHO; BOISE, ID

1994-1998

UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE; SEATTLE, WA
MONTANA WWAMI; DOCTORATE DEGREE

1990-1994

MONTANA STATE UNIVERSITY; BOZEMAN, MT BACHELOR OF SCIENCE IN BIOLOGY WITH
MINOR IN BUSINESS ADMINISTRATION

HONORS AND AWARDS

2016-2017

PRESIDENT IDAHO ACADEMY OF FAMILY PHYSICIANS

2003-2005

NATIONAL HEALTH SERVICE CORPS SCHOLARSHIP FOR LOAN REPAYMENT

1994

HELEN DAVIS MEMORIAL SCHOLARSHIP FOR MEDICAL SCHOOL EDUCATION

1994

UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE SCHOLARSHIP

1994

MONTANA STATE UNIVERSITY OUTSTANDING STUDENT IN PRE-MEDICINE

CERTIFICATIONS

2001 WITH RECERTIFICATION IN 2010 AND 2018
AMERICAN BOARD OF FAMILY MEDICINE

PROFESSIONAL AFFILIATIONS

2005-PRESENT
IDAHO ACADEMY OF FAMILY PHYSICIANS BOARD OF DIRECTORS

1998-PRESENT
IDAHO ACADEMY OF FAMILY PHYSICIANS

1995-PRESENT
AMERICAN ACADEMY OF FAMILY PHYSICIANS

EMPLOYMENT

2001-PRESENT
ST. MARY'S HOSPITAL AND CLINICS; STAFF PHYSICIAN

2017-PRESENT
ST. MARY'S HOSPITAL AND CLINICS; ADVISOR FOR HOSPITAL BEST PRACTICE

2016-2018; 2005, 2012
ST. MARY'S HOSPITAL AND CLINICS; CHIEF OF STAFF

2005-2008
ST. MARY'S HOSPITAL AND CLINICS; CARDIAC REHABILITATION MEDICAL DIRECTOR

2003-PRESENT
ST. MARY'S HOSPITAL AND CLINICS; PHARMACY MEDICAL DIRECTOR

2001
ALECIA ROBERTS MEDICAL CENTER; KLAUOCK, AK; LOCUM TENENS

2001
CLEARWATER VALLEY HOSPITAL AND CLINICS; OROFINO, ID; LOCUM TENENS

2001
MERCY MEDICAL CENTER; NAMPA, ID; LOCUM TENENS

1992-1994

LANDSCAPE MAINTENANCE; BOZEMAN, MT

1991-1992

LABORATORY RESEARCH ASSISTANT; BOZEMAN, MT

1985-1992

MINNEHAN LAND AND CATTLE; FARM HAND; JOPLIN, MT

LICENSURE

1999-PRESENT

IDAHO STATE BOARD OF MEDICINE

1999-PRESENT

US DRUG ENFORCEMENT AGENCY

VOLUNTEER ACTIVITIES

2018-PRESENT

**WILDERNESS MEDICINE INSTRUCTOR; COTTONWOOD, ID
ST. MARY'S HOSPITAL WILDERNESS MEDICINE PROGRAM**

2013-PRESENT

COTTONWOOD YOUTH SPORTS; COACH FOR SOCCER AND BASKETBALL

2013-PRESENT

**PRAIRIE ELEMENTARY SCHOOL; COTTONWOOD, ID; CLASSROOM ASSISTANT AND
PRESENTER**

2009-PRESENT

**UNIVERSITY OF WASHINGTON ASSISTANT CLINICAL PROFESSOR OF FAMILY MEDICINE;
TEACHING AND MENTORING MEDICAL STUDENTS AND RESIDENTS**

INTERESTS AND HOBBIES

RESEARCHING AND PROVIDING EDUCATION ON DYSLEXIA

**OUTDOOR RECREATION WITH MY FAMILY; HUSBAND JACK SECREST; CHILDREN BEN
AND WINNIE**

HORSES, GOLF, WATER SKIING, CAMPING, CROSS COUNTRY SKIING

JOHN ROBERT HATZENBUEHLER, MD, FACSM

412 N 2nd Ave
Hailey, ID 83333
207 272 3200
ndhatz@gmail.com

Employment:

Sun Valley Sports Medicine, Physician, Sports Medicine, Ketchum, Idaho.
(2018-Present)

St. Luke's Wood River Family Medicine, Physician, Family Medicine, Hailey,
Idaho. (2017-Present)

Intermed, P.A. Physician, Family Medicine, Sports Medicine, South Portland,
Maine. (2015-2017)

Maine Medical Center Sports Medicine, Associate Director, Portland, Maine.
(2010-2015)

Maine Medical Center Family Medicine Residency Program, Faculty,
Portland, Maine. (2010-2015)

Central Maine Sports Medicine, Central Maine Medical Center, Lewiston,
Maine. (2008-2010)

Central Maine Family Medicine Residency Program, Faculty, Lewiston,
Maine. (2008-2010)

Education:

Maine Medical Center Primary Care Sports Medicine Fellowship Program.
Portland, Maine. (2007-2008)

Maine Medical Center Family Medicine Residency Program, Portland, Maine.
(2004-2007)

University of Washington School of Medicine, Seattle, Washington. (2000-
2004) Idaho WWAMI. M.D.

University of Notre Dame, South Bend, Indiana. (1996-2000) B.S, Pre-
professional Studies, cum laude. Minor in Anthropology.

Licensure:

Full Licensure – State of Idaho, (2017-Present)

Certifications:

Board Certified – American Board of Family Medicine. (2007-Present)

Certificate of Added Qualification: Sports Medicine – American Board of
Family Medicine. (2008-Present)

Committee and Scholarly Work:

ACSM International Team Physician Course, Faculty. Accra, Ghana. 2018.
ACSM Sports Medicine Essentials Course, Program co-chair, 2018, 2019, 2020
St Lukes Wood River Hospital, Credentials Committee.
ACSM Team Physician Course, Program co-chair, 2017.
MMC, Medical Executive Committee, Member. 2014-2017.
NEACSM, Executive Committee Board Member. 2014-2016
AMSSM-ACSM Grant Review Committee. 2013-Present
Current Sports Medicine Reports. CAQ Section editor. 2014-present.
Credentials Committee. ACSM. (2013-Present)
Research Committee. AMSSM (2010-Present)
NEACSM Annual Meeting Physician Track Program Chair. 2012, 2013.
Medicine Science and Sports and Exercise. Reviewer. 2013-present. Associate editor, Tom Best.
ACSM's Sports Medicine: A comprehensive Review. Reviewed 3 chapters. Review panel chair. Diana Heiman. (2013)
Sports Health. Reviewed 3 articles. Associate Editor, Matt Gammons. (2012)
ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities, 3rd Edition. Reviewed 2 chapters. Review panel chair, Erik Adams. (2009)
Member of the Standard Setting Committee for Sports Medicine Certification/Recertification Examination. 2009, 2010. American Board of Family Medicine

Publications:

Stevens RB, **Hatzenbuehler JR**, Dexter WW, Haskins AE, Holt CT. Unverifiable academic work by applicants to primary care sports medicine fellowship programs in the United States. *J Grad Med Educ*. 2016;8(5);767-770.
Trojian, TH, Concoff, AL, Joy SM, **Hatzenbuehler JR**, Saulsberry WJ, Coleman CI. AMSSM Scientific Statement Concerning Viscosupplementation Injections for Knee Osteoarthritis: Importance for Individual Patient Outcomes. *Clin J Sport Med*. 2016;26(1); 1-11.
SLAP Tears. In; UpToDate. www.uptodate.com. Published online, November 20, 2014.
Scopaz, KA, **Hatzenbuehler, JR**. Risk modifiers for concussion and prolonged recovery. *Sports Health*. 2013;5(6):537-41.
Hatzenbuehler, J. Ankle. Book Chapter In: Basics of Musculoskeletal Ultrasound. James Daniels, William Dexter Ed. Springer;New York, NY:2013.
Hatzenbuehler J, Pulling T. Diagnosis and Management of Osteomyelitis. *Am Fam Physician*. 2011;84(9):1027-33.
Eichner, E, **Hatzenbuehler, J**. Web Alert. *Current Sports Medicine Reports*. 2011;10(2):64.
Pulling, T, **Hatzenbuehler, J**. Web Alert. *Current Sports Medicine*

Reports. 2011;10(1):10.

Hatzenbuehler, J. Friction Injuries to the Skin *and* Irritant Contact Dermatitis. Book Chapter(s) In: Encyclopedia of Sports Medicine. Lyle J. Micheli Ed. Sage;Thousand Oaks, CA:2011.

Hatzenbuehler, JR, Dexter, WW. Overhead Throwing Athlete. Book Chapter In: Miller: Essential Orthopedics. John MacKight Ed. Saunders; Philadelphia, PA: 2010.

Hatzebuehler J, Glazer J, Kuhn C. Awareness of altitude sickness among visitors to a North American ski resort. *Wilderness Environ Med.* 2009;20(3):257-60.

Glazer JL, **Hatzenbuehler, JR,** Kuhn, CB, Dexter WW. Misrepresentation of Research Citations by Applicants to a Primary Care Sports Medicine Fellowship Program in the United States. *Clin J Sport Med.* 2008;18(3); 279-281.

Hatzenbuehler, J, Dexter, WW. Web Alerts.” *Current Sports Medicine Reports.* 2008;7(5):250-251

Hatzenbuehler, J, Dexter, WW. Web Alerts. *Current Sports Medicine Reports.* 2008;7(3):126-127.

Hatzenbuehler, J, Dexter, WW. Web Alert. *Current Sports Medicine Reports.* 2008;7(1):8-9.

Presentations:

Collapse in the athlete, Ergogenic aids in sports, Return to play. In: ACSM Sports Medicine Essentials Course, San Diego, CA. (February 2018)

Hypertension in athletes, Cold weather issues, Banned substances, Pediatric sports medicine, Return to play. In: ACSM Team Physician Course, San Diego, CA. (February 2017)

Cardiac risk factors: scientific basis and testing guidelines: Who gets tested, who get restricted? In: ACSM Annual Meeting. Boston MA. (May 2016)

Collapse in the athlete, Return to play, Sudden death in sports, Ergogenic aids and drug testing. In: ACSM Team Physician Course. Jacksonville, FL. (February 2016)

Musculoskeletal issues in the pediatric athlete, Cold and the athlete, Pre-game injections, Topical and injectable corticosteroids. In: ACSM Team Physician Course. San Antonio, TX. (February 2015)

Controversies in Sports Medicine; Viscosupplementation. In: NEACSM Annual Meeting. Providence, RI. (November 2014)

Osteoarthritis: with so many positions stands, what makes sense? In: 2015 ACSM Annual Meeting. Orlando, FL. (May 2014)

Return to Play, Collapse in the Athlete, Ergogenic Aids. Faculty, In: ACSM Team Physician Course. San Diego, CA. (February 2014)

Diabetes and Exercise. In. University of Vermont Primary Care Sports Medicine Conference. Burlington, VT. (September 2013)

Return to Play: A review and update of the team physician consensus statement, Dermatology in sports, Complementary and alternative techniques in sports medicine. Faculty, In: ACSM Team Physician Course. Miami, FL. (February 2013)

Cardiac Issues in College Students and Athletes. In: NECHA Annual Meeting. Portland, ME. (November 2012).

Casting and Splinting: Upper and Lower Extremity. In: MAFP Annual Conference. Bar Harbor, ME. (April 2012)

Rehab/Return to Play and Subspecialty Issues, Exercise and Pregnancy, GU Track Illness and Injury in the Athlete. Faculty, In: ACSM Team Physician Course. San Antonio, TX. (February 2012)

Non-operative Management of Tendinosis. In: University of Vermont Primary Care Sports Medicine Conference. Burlington, VT. (September 2011)

Exercise is Medicine. In: MeHAF Integration Initiative Grantee Learning Community; Incorporating Wellness and Prevention into Integrated Care. Hallowell, ME. (July 2011)

Neuropsychological Testing: Point-Counterpoint. In: NEACSM Annual Conference. Providence, RI. (Nov 2010)

Exercise in Pregnancy. In: NEACSM Annual Meeting. Providence, RI. (November 2008)

Case Presentation: Bilateral Hand Numbness – Football Player. In: ACSM Annual Conference. Indianapolis, IN. (May 2008)

Comprehensive Evaluation of the Knee. In: Maine Academy of Family Physicians Annual Conference. South Portland, ME. (April 2008)

Fellowship Directors' Attitudes Toward Applicant Misrepresentations. In: Fellowship Forum, Rendezvous II. AMSSM Annual Meeting. Las Vegas, NV. (March 2008)

Awareness of altitude sickness among visitors to a North American ski resort. Poster In: AMSSM Annual Meeting. Las Vegas, NV. (March 2008)

Gender specific reasons for attribution from sport among NCAA athletes. Poster In: AMSSM Annual Meeting. Las Vegas, NV. (March 2008)

Infectious Dermatologic Conditions in Sport. In: New England Regional Chapter ACSM Annual Meeting. Providence, RI. (November 16th, 2007)

Case Presentation: Knee Pain – Football Player. In: New England Regional Chapter ACSM Annual Meeting. Providence, RI. (November 15th, 2007)

Introducing Family Medicine Into Vietnam: A Cross-cultural Leap. In: STFM Northeast Region Meeting, Danvers, MA. (October 27th, 2006)

Misrepresentation of research citations to Sports Medicine Fellowship Programs. Poster In: AMSSM Annual Meeting, Miami, FL. (April, 2006)

Developing Learners: Creating a clinical research curriculum for residents and fellows. In: Canadian Academy of Family Medicine's Family Medicine Forum 2005, Vancouver, BC. (December 9, 2005)

Awards and Honors:

META Scholar. Maine Medical Center Teaching Academy. (2012-2014)

Fellowship, American College of Sports Medicine. (2012)

40 Under 40. Emerging Leaders in Maine. Maine Today Media. (2012)

STFM Resident Teaching Award, Maine Medical Center Family Medicine Residency Program. (2007)

Lamda Alpha Anthropology Honors Society Member, University of Notre Dame (2000)

Alpha Epsilon Delta Premedical Honors Society Member, (University of Notre Dame (1998-2000)

Dean's List, Seven Semesters, University of Notre Dame (1996-2000)

Kasiska Scholarship Award, Idaho State University. Pocatello, ID. (March, 1996)

Professional Memberships:

American College of Sports Medicine Member (2007-Present)

American Academy of Family Practice (2004-Present)

CONSENT
JUNE 20, 2019

UNIVERSITY OF IDAHO

SUBJECT

Discontinuation of the Masters of Science in Metallurgy, College of Engineering

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1, Educational System Alignment, Objective A: Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

BACKGROUND/DISCUSSION

The University of Idaho, College of Engineering is requesting to discontinue the Masters of Science in Metallurgy. Data indicates this program has had no student enrolled in the last five years and there is no market demand for this program. There have been no students in the program since before 2007; therefore, no teach-out plans will be necessary. The Master of Science in Metallurgical Engineering under the Material Science and Engineering program will continue to be offered as an alternate option for students.

IMPACT

There is no fiscal impact due to the discontinuation of the degree program. Courses will continue to be taught and no faculty or staff will be impacted. There is no operating or other budget line items connected with this program.

ATTACHMENTS

Attachment 1 –Proposal, Masters of Science in Metallurgy

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The Council on Academic Affairs and Programs as well as Board staff reviewed the proposed program discontinuation and recommends Board approval.

BOARD ACTION

I move to approve the request by the University of Idaho to discontinue the Master of Science in Metallurgy as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Discontinuation

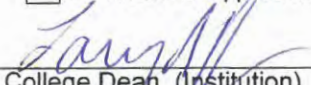
Date of Proposal Submission:	Sep 27, 2018
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Chemical & Materials Engineering

Program Identification for Proposed Discontinued Program:

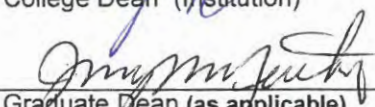
Title:	Metallurgy
Degree/Certificate:	MS
Method of Delivery:	Live; on-campus
CIP code:	15.0611
Proposed Discontinuation Date:	Summer 2019

Indicate whether this request is a discontinuation of either of the following:

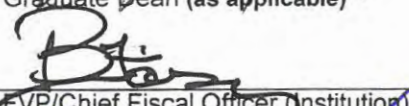
- | | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Administrative/Instructional Unit | <input type="checkbox"/> Other |
| <input type="checkbox"/> New Program (check all that apply) | |
| <input type="checkbox"/> Basic Technical Certificate | |
| <input type="checkbox"/> Intermediate Technical Certificate | |
| <input type="checkbox"/> Advanced Technical Certificate | |
| <input type="checkbox"/> Associate of Applied Science Degree | |

 2/12/19
College Dean (Institution) Date

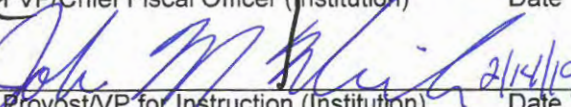
Vice President for Research (as applicable) Date

 2/14/19
Graduate Dean (as applicable) Date

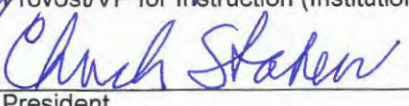
Academic Affairs Program Manager Date

 2-20-19
FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

 2/14/19
Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

 2/21/19
President Date

1. Provide rationale for the discontinuance.

There have been no students in the program since before 2007—before the merger of MSE with ChE.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

None. There are no students.

- b. Is there an alternative program/major or field of study? If so, please describe.

Yes; MS Metallurgical Engineering which is currently offered from the Materials Science and Engineering Program in the Chemical and Materials Engineering Department and will continue.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

N/A

3. Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Utah	Master of Science (M.S.)	Metallurgical Engineering. Area of emphasis: Mineral Processing, hydrometallurgy, pyrometallurgy, physical metallurgy, synthesis and processing of advanced materials.

CONSENT
JUNE 19, 2019

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions. N/A

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

None, no courses will be cancelled.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

None

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

None. No faculty or staff are affected. There is no operating or other budget line items connected with this program.

CONSENT
JUNE 20, 2019

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

December 2018

Board received quarterly report.

February 2019

Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i.2. and 4.b.i.2., prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between February 2019 and May 2019 by the Executive Director.

ATTACHMENTS

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

BOARD ACTION

I move to accept the quarterly report on programs and changes approved by the Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
JUNE 20, 2019

Academic Programs

Approved by Executive Director

February 2019 and May 2019

Institution	Program Changes
BSU	New Bachelor of Arts in Educational Studies
LCSC	New Associate of Art in Justice Studies
LCSC	Discontinue Management with Radiography emphasis

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Change name of existing undergraduate certificates in Design Ethnography (traditional and online) to bear two names that will accommodate on campus students and online students: <ul style="list-style-type: none"> • User Experience Research: UX Professional Certificate (online) • User Experience Research: Ethnography + Design Certificate (traditional)
BSU	New Certificates: <ul style="list-style-type: none"> • Graduate certificate in Applied Public Administration • Undergraduate certificate in Applied Public Administration • Undergraduate certificate in Innovation and Design: Emerging Applications
BSU	New academic program components under the existing, online Master of Business Administration: <ul style="list-style-type: none"> • Construction Management emphasis • Healthcare Leadership emphasis • Management emphasis
BSU	Minor in User Experience Research in the College of Innovation and Design
CEI	Creation of three general education departments: <ul style="list-style-type: none"> • Oral/Written Communication • Social Science/Humanities • Science/Mathematics
CWI	Change name of existing Associate of Science in Nursing to Professional Nursing
CWI	New Academic certificate in Entrepreneurship and Small Business Management
LCSC	Discontinue Bachelor of Arts/Bachelor of Science in Hospitality Management
LCSC	Change the name of existing Bachelor of Science in Business Administration with an emphasis in Accounting to Bachelor of Science in Accounting
LCSC	New Non-profit Management minor
UI	New Certificates: <ul style="list-style-type: none"> • Undergraduate certificate in Virtual Technologies • Undergraduate certificate in Agriculture Commodity and Risk Management • Graduate certificate in Nuclear Technology Management • Undergraduate certificate in Cybersecurity • Undergraduate certificate in Culturally Responsive Pedagogy and Universal Design for Learning
UI	New academic program components: <ul style="list-style-type: none"> • Minor in Plant Protection • Minor in Sale Management

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Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
	<ul style="list-style-type: none"> Minor in Philosophy, Politics and Economics Emphases in Taxation and Audit and Fraud Examination under the Master of Accountancy Program Option of Sale Management in Marketing
UI	Program name and other changes: <ul style="list-style-type: none"> Name change from Interior Design to Interior Architecture and Design Name change of minor from Communication Studies to Communication Name change of Diversity and Stratification Certificate to Diversity and Inclusion Certificate Name change of minor from Geological Engineering to Geological and Mining Engineering Discontinue the Process and Performance Certificate

Career Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CWI	Add a new Basic Technical Certificate in Fire Service Technology and reactive the program
CWI	Discontinue Technical Certificate in Early Childhood Education
CWI	Add a new Associate of Applied Science, Occupational Therapy Assistant program in Health Professions
CWI	Add new Intermediate Technical Certificate in Unmanned Aerial Systems
NIC	Discontinue Advanced Technical Certificate and Associate of Applied Science in Computer Aided Design Technology – Architectural

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
CSI	Change name of existing Paramedic and Emergency Medical Technician programs to Emergency Medical Services
ISU	Change of existing Cyber-Physical Security to Industrial Cybersecurity Engineering Technology
LCSC	Name changes for the following: <ul style="list-style-type: none"> Associate of Applied Science and Advanced Technical Certificate - Administrative Assistant to Administrative Management Associate of Applied Science and Advanced Technical Certificate - Legal Administrative Assistant to Legal Practice Assistant Intermediate Technical Certificate - Room Division to Front Office Management

CONSENT
JUNE 20, 2019

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council (Council) Appointments

REFERENCE

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for a term of three years.
April 2017	Board appointed two new members to the Council and re-appointed three current members to the Council.
June 2017	Board appointed Joe Anderson to the Council for a three-year term.
April 2018	Board reappointed Mike Hauser and Suzette Whiting to the Council and appointed Sara Tueller to the Council.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed Dwight Johnson and reappointed a Mel Leviton to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Federal Regulations 34 CFR § 361.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Federal regulations (34 CFR §361.17) set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a state that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Career-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;

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- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated state agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of: (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a state in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the state educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the state workforce investment board; and
- xii. The director of the designated state unit as an ex officio, nonvoting member of the Council.

Additionally, Federal regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has three (3) appointments for Board approval: The Council would like to nominate Danielle Reff as a representative of a Former Applicant or Recipient of VR services. She will be completing the term of Joe Anderson who resigned from the Council. The Council would also nominate David Maxwell as a representative for the category of Disability Groups. Dina Flores-Brewer is resigning from the Council as the Client Assistant Program

CONSENT
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Representative effective July 11, 2019, and the council would like to nominate Angie Eandi as the new Client Assistant Program (CAP) representative. Suzette Whiting is stepping down as a representative of the council for a Vocational Rehabilitation Counselor position, effective April 11th, 2019.

IMPACT

The above three (3) appointments and two (2) resignations will bring the Council membership to a total of seventeen (17). Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 - Current Council Membership

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments and reappointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable federal regulations.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Danielle Reff to the State Rehabilitation Council as a representative for a Former Applicant or Recipient of VR services to complete the term vacated by Joe Anderson which ends May 31, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of David Maxwell to the State Rehabilitation Council as a representative for Disability Groups for a term of three years effective July 1, 2019, ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Angie Eandi to the State Rehabilitation Council as a representative for the Client Assistant Program for an undetermined term effective July 12, 2019. There are no term limits for this representation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
JUNE 20, 2019**

ATTACHMENT 1

Members Shall Represent:	Number of Representatives Required	Name	Term Ends
Former Applicant or Recipient of VR services	Minimum 1	Joe Anderson - resigned	5/31/2020
Parent Training & Information Center...	Minimum 1	Sarah Tueller	6/30/2021
Client Assistant Program	Minimum 1	Dina Flores -Brewer - Resigning	No Limit
VR Counselor	Minimum 1	Suzette Whiting resigning	6/30/2021
Community Rehabilitation Program	Minimum 1	Kenna Buckner	6/30/2021
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2020
		Darin Lindig	5/31/2021
		Ron Oberleitner	3/31/2020
		Robert Atkins	12/31/2019
Disability Groups	No minimum or maximum	Molly Sherpa	3/31/2020
		Janice Carson	3/31/2020
		Mike Hauser	2/28/2021
		Adding nomination	
State Independent Living Council	Minimum 1	Mel Leviton	9/30/2021
Department of Education	Minimum 1	Kenrick Lester	6/30/2020
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date
Workforce Development Council	Minimum 1	Dwight Johnson	8/31/2021

CONSENT
JUNE 20, 2019

SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee
April 2016	Board approved second reading of proposed amendments to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
June 2016	Board approved the second reading of proposed amendments to Board Policy I.Q. removing the requirement that the committee chair be an at-large member.
June 2017	Board approved reappointment of John Goedde and Jackie Thomason.
June 2018	Board approved reappointment of Julian Duffey, Rob Sauer, and Roger Stewart.
August 2018	Board approved appointment of Jodie Mills to complete Jackie Thomason's term.
October 2018	Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and designating representation.
October 2018	Board approved appointment of Anne Ritter as an at-large member of the committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.
Accountability Oversight Committee

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Data Access and Transparency
GOAL 3: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

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- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator
- One person with experience working with student achievement assessments and data
- Two members at-large.

The committee currently has a vacancy for a member with experience as a school principal or charter school administrator. To fill this vacancy, the committee sought nominations from committee members and stakeholder groups. At their May 7, 2019 meeting, the committee reviewed resumes of four potential members. The committee voted to recommend Laurie Lee Copmann to fill the current vacancy. Laurie Lee Copmann has twenty years of experience as a building-level administrator. She is currently the Assistant Principal of Minico High School in Rupert, Idaho. Laurie previously served as the Principal of Rupert Elementary for twelve years and the Principal of Declo and Albion Elementary School for two years. Prior to serving in school administration, Laurie was a teacher, counselor, and district drug education coordinator. Laurie Lee Copmann has a Bachelor of Arts in Elementary Education from Idaho State University, a Master in Education in School Administration from Azusa Pacific University, and a Master of Arts in Pupil Personnel Services and Counseling from Azusa Pacific University. Her resume is provided as Attachment 2.

John Goedde has served on the committee as an at-large member since the committee's inception. His current appointment ends June 30, 2019. Board staff notified stakeholder groups of the vacancy, and received no nominations for this position. The committee has recommended John Goedde for reappointment. John is a former State Senator with a long history of civic engagement. He represented District 3 in the State Legislature from 2000 to 2002 and District 4 from 2002 to 2014. John Goedde was the Chair of the Senate Education Committee for ten years, from 2004 to 2014. He was also the Vice Chair of the State Legislature's Education Committee for the National Conference of State Legislatures from 2007 to 2010. Prior to serving in the legislature, John spent three years as a School Board Trustee for the Coeur d'Alene School District (1997 to 2000).

Jodie Mills has served on the committee since August 16, 2018. Her initial term was the completion of a term vacated by Jackie Thomason. Jodie is designated as the member with experience serving in a school district with a focus on assessment and accountability. Jodie Mills is the Chief Academic Officer for the

CONSENT
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Caldwell School District, a position she has held since July 2012. Her role includes administration and supervision of academic and assessment services. She was previously the Systems Improvement Coordinator for the Idaho State Department of Education, supporting implementation of school improvement plans and guiding schools and districts in using data to identify strengths and weaknesses in their system. Jodie also has extensive experience working with school districts and schools, including as a Principal, Assistant Principal, Director of Testing, Director of Federal Programs, and as a Science and Physical Education Teacher. Jodie Mills has a Bachelor of Science in Secondary Education from Western Montana College, a Masters of Education from University of Idaho, and an Education Specialist in Education Leadership / Superintendent from University of Idaho.

IMPACT

Approval of appointment of Laurie Lee Copmann and reappointment of John Goedde and Jodie Mills will fill all seats on the committee through June 30, 2020.

ATTACHMENTS

Attachment 1 – Current AOC Membership List
Attachment 2 – Laurie Lee Copmann Resume

Page 4
Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends approval of the appointment of Laurie Lee Copmann and re-appointment of John Goedde and Jodie Mills.

BOARD ACTION

I move to approve the appointment of Laurie Lee Copmann to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of John Goedde to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Jodie Mills to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____ \

**CONSENT
JUNE 20, 2019**

ATTACHMENT 1

**ACCOUNTABILITY OVERSIGHT COMMITTEE
MAY 2019**

State Board of Education Member Ex-Officio Debbie Critchfield President State Board of Education	State Board of Education Member Ex-Officio Andrew Scoggin Secretary State Board of Education
Superintendent of Public Instruction or Designee Ex-Officio Peter McPherson Deputy Superintendent State Department of Education	Committee Chair, Student Achievement Assessment and Data Representative Term: July 1, 2018 - June 30, 2020 Roger Stewart Professor, College of Education Boise State University
School District Assessment and Accountability Representative Term: August 16, 2018 - June 30, 2019 Jodie Mills Chief Academic Officer Nampa School District	School District Superintendent Representative Term: July 1, 2018 - June 30, 2020 Rob Sauer Superintendent Homedale School District #370
School Level Administrator Representative Term: July 1, 2019 - June 30, 2021 Vacant	Special Education Representative Term: July 1, 2018 - June 30, 2020 Julian Duffey Special Education Director Bonneville Joint School District #93
Member At Large Term: July 1, 2017 - June 30, 2019 John Goedde Former Idaho State Senator Former School Board Trustee, Coeur d'Alene District #271	Member At Large Term: October 18, 2018 - June 30, 2020 Anne Ritter Board Member Meridian Medical Arts Charter School
Board Staff Support Alison Henken K-12 Accountability and Projects Program Manager Office of the State Board of Education alison.henken@osbe.idaho.gov 208-332-1579	

LAURIE LEE COPMANN



PERSONAL INFORMATION:

Laurie Copmann
26 E. 100 N.
Rupert, Idaho
Phone: (208) 436-0424
Cell: (208) 431-6645

EDUCATIONAL BACKGROUND:

- High School Diploma: Minico High School, Rupert, ID, 1982
- A.A., Liberal Arts: College of Southern Idaho, 1985
- B.A., Elementary Education: Idaho State University, 1989
 - Component in History (30 hours)
- M.ED, School Administration: Azusa Pacific University, 1994
- M.A., Pupil Personnel Services/Counseling: Azusa Pacific University, 2000

TEACHING EXPERIENCE:

- 1988-1989 Student teacher (3rd and 5th Grade)
- 1989-1990 First grade teacher at Pinon Hills Elementary School, CA
- 1990-1993 Second grade teacher at Pinon Hills Elementary School, CA
- 1993-1995 Sixth grade composition, literature, and social studies teacher at Pinon Mesa Middle School, CA
- 1995-1996 Third grade teacher at Dworshak Elementary School, Burley, ID
- 1996-1997 Sixth grade teacher at Declo Elementary School, Declo, ID
- 1997-1998 Counselor at Declo Jr/Sr. High School/ District Drug Ed. Coordinator

ADMINISTRATIVE EXPERIENCE:

- 1993-1994 Administrative Field Work for Azusa Pacific University
- 1997-1998 Cassia County District Drug Education Coordinator, Burley, ID
- 1998-2004 Assistant Principal, Minico High School, Rupert, ID

- 2004-2006 Principal, Declo & Albion Elementary School, Declo, ID
- 2006-2018 Principal, Rupert Elementary School, Rupert, ID
- 2018-Present Assistant Principal, Minico High School, Rupert, ID

EDUCATIONAL EXPERIENCES:

- 1986-1988 Taught life-saving and swimming lessons
- 1997-1998 Fueled jets in Elko, Nevada to pay for college
- 1989-1990 Writing Celebration District Coordinator
- 1990-1991 Committee to interview District Mentor Teachers
- 1991-1992 Representative on the Superintendent's Council
- 1992-1993 Program Quality Review Committee – Fine Arts
- 1992-1993 Member of the New Teacher Support Program
- 1993-1994 Secretary for School Site Council
- 1993-1995 6th Grade Environmental Camp Coordinator
- 1994-1995 Sixth Grade Language Arts Curriculum Coordinator
- 1994-1995 Taught French to middle school students
- 1994-1995 Intramural Basketball Coach
- 1995-1996 Attended Idaho Prevention Conference
- 1996 Attended National Renaissance Convention in New Orleans
- 1996-1997 Representative on the Instructional Model Committee
- 1996-1997 Odyssey of the Mind Coach
- 1997 Attended National Renaissance Convention in Dallas
- 1997-1998 Renaissance Coordinator – Declo Junior High School
- 1998 Attended National Renaissance Convention in Washington D.C.
- 1998-1999 Language Arts Curriculum Adoption Committee
- 1998 Attended Support Group Training – Cheryl Watkins
- 1999 Attended Parent Project Workshop for Educators
- 1999 Reading Literacy class for Administrators
- 1999-2004 District Foreign Exchange Student Director
- 2000 Attended Renaissance Convention in Las Vegas
- 2000-2004 District Crisis Team Leader/Minico Crisis Coordinator
- 2000 Attended (NASSP) National Principal's Convention – San Antonio
- 2001 SASI Training Conference in Ontario, CA
- 2001 Attended High Schools That Work Seminar, Boise
- 2001-2004 Attended Project Leadership Academy, Sun Valley
- 2002 Attended Crisis Plan Training – Cheryl Watkins
- 2002-2003 District Driver Education Coordinator
- 2003 Attended U.S. Department of Justice Training Cease Fire
- 2004 Academic Accountability Workshop – Mary Ann Reynolds
- 2004 Attended Data Decision Making Workshop – Mary Ann Reynolds
- 2004 Advanced Methods of Teaching – U of I –Dr. Tomlin
- 2005 Power School Training in CA
- 2005 Strength Based Intervention Plan Workshop
- 2006 Direct Instruction and Imagine It Training – Carrie Cole
- 2007 Core Reading Training for Administrators

- 2010 Mathematical Thinking Course
- 2010-2011 President of Region IV Elementary Principals
- 2012 Boise Writing Project Training
- 2012 School Net Training
- 2012 Assessment Training
- 2013 MTI Math Training
- 2013 Selected as IAEOP – Administrator of the Year
- 2014 Completed Charlotte Danielson Training Test
- 2014-2015 President of Region IV Elementary Principals
- 2015-2016 Selected as Idaho Gem Award Recipient-Instructional Leadership for Idaho
- 2016 Published a children's book *The Family Tree: The Night of the Storm*
- 2017 Presenter Kids Count Too! – Fall Bereavement Conference
- 2019 Guest Speaker – National Honor Society Breakfast

CREDENTIALS HELD:

- Standard Elementary – All Subjects K-8
- Administrator – School Principal K-12
- Pupil Personnel Services – Standard Counselor K/12

HOBBIES AND INTERESTS:

- Quilting
- Writing
- Camping with my family and friends
- Cooking

PROFESSIONAL ORGANIZATION INVOLVEMENT:

- Minidoka County Fair Board Member
- Volunteer - Minidoka County Dive Rescue Team
- Society for Children's Books Writers and Illustrators
- Idaho Association for Secondary School Principals

CONSENT
JUNE 20, 2019

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.
December 21, 2017	The Board approved the appointment of Gary Aitken.
April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: EDUCATIONAL ATTAINMENT: Objective A: Higher level of Educational Attainment, and Objective C: Access.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

CONSENT
JUNE 20, 2019

Boise State University (BSU), College of Western Idaho (CWI), and College Eastern Idaho (CEI) have forwarded names for consideration to replace committee members due to administrative/structural changes on campuses.

IMPACT

The proposed appointments replaces BSU's, CWI's, and CEI's representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – BSU Nomination letter
Attachment 3 – CWI Nomination letter
Attachment 4 – CEI Nomination letter

STAFF COMMENTS AND RECOMMENDATIONS

Mr. Jim Anderson is no longer with Boise State University and Dr. Leslie Webb has been identified to replace Mr. Anderson and serve as BSU's representative on the committee. Dr. Webb is currently the Vice President for Student Affairs and Enrollment Management at BSU. If approved, Dr. Webb would complete Mr. Anderson's term, which runs through June 30, 2023.

Mr. Tomas Puga is no longer with the College of Western Idaho and Jaime Barajas-Zepeda has been identified to replace Mr. Puga and serve as CWI's representative on the committee. Mr. Barajas-Zepeda is currently the Assistant Director of Admissions and Recruitment at CWI. If approved, Mr. Barajas would serve a five-year term, which will run through June 30, 2024.

Dr. Sharee Anderson is no longer with the College of Eastern Idaho and Effie Hernandez has been identified to replace Dr. Anderson and serve as CEI's representative on the committee. Ms. Hernandez is currently the Recruiter and Career Placement Coordinator at CEI. If approved, Ms. Hernandez would complete Mr. Anderson's term, which runs through June 30, 2022.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Leslie Webb, representing Boise State University to the Indian Education Committee effective immediately and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
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I move to appoint Mr. Jaime Barajas, representing College of Western Idaho to the Indian Education Committee effective immediately and expiring June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Ms. Effie Hernandez, representing College of Eastern Idaho to the Indian Education Committee effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
Indian Education Committee

Tribal Representatives

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Shawna Daniels is the STEP Program Manager and serves as the Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Gary Aitken, Jr is the tribal chair for the Kootenai Tribe of Idaho and serves as the tribal chair representative for the Kootenai Tribe. Term: immediately – June 30, 2022.

VACANT – Tribal Education Department representative for the Kootenai Tribe.

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2018 – June 30, 2023.

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as the Tribal Education Department representative for the Nez Perce Tribe. Term: July 1, 2013 – June 30, 2018.

Ladd Edmo is the Vice Chairman of the Fort Hall Business Council and serves as the Tribal Chairperson's designee for the Shoshone-Bannock Tribes. Term: immediately - June 30, 2022.

Jessica James is the Tribal Education Department representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021.

Pete Putra is the Tribal Administrator and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

VACANT – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

Tina Strong - Bureau of Indian Education school representative. Term: July 1, 2016 – June 30, 2021.

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

State Board of Education Ex-Officio Representative

Dr. Linda Clark is the President of the State Board of Education and Ex-Officio member of the Indian Education Committee.

Institutions of Higher Education Representatives

VACANT - Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2018 – June 30, 2023.

Selena Grace is the Vice Provost for Academic Strategy & Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2021.

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2021.

Jason Ostrowski is the Dean of Students at the College of Southern Idaho (CSI). Term: July 1, 2018 - June 30, 2023.

VACANT is the Coordinator, Advising and New Student Services at the College of Western Idaho (CWI). Term: July 1, 2016 - June 30, 2019.

VACANT - Vice President of Instruction and Student Affairs at College of Eastern Idaho. Term: July 1, 2017 – June 30, 2022.

Graydon Stanley is the Vice President for Student Services at North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.



BOISE STATE UNIVERSITY
OFFICE OF THE PRESIDENT

April 15, 2019

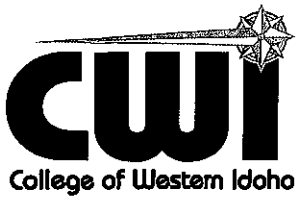
Idaho State Board of Education
Indian Education Committee
650 West State Street #307
Boise, ID 83720-0037

Attn: Patty Sanchez

Please accept this letter of support for Dr. Leslie Webb to serve on the Idaho Indian Education Committee. Her position as the Vice President for Student Affairs and Enrollment Management is relevant to the work of this committee and I support her involvement as we strengthen our efforts to recruit and retain students from the tribal nations. We are committed to furthering our work and appreciate the opportunity to support these endeavors.

Sincerely,

Martin Schimpf
Interim President



May 2, 2019

Office of the State Board of Education
P.O. Box 83720
Boise, ID 83720

To Whom It May Concern:

I would like to submit Jaime Barajas-Zepeda as the College of Western Idaho's nominee to serve on the Indian Education Committee. Jaime is the Assistant Director of Admissions and Recruitment, and as such, is positioned to make decisions about when, where and how we will recruit prospective students.

Below is a small sample of his accomplishments:

- He led the charge in creating a student engagement and mentoring program for our Latinx students resulting in an 8% increase in persistence rates from Fall 2018 to Spring 2019.
- In conjunction with the Business Office, he brokered a contract with Gear Up to bring funding in house for more efficient deployment of grant resources to serve Gear Up students.
- Created Navegando Adelante, an educational event for Latinx students and their families, in partnership with Caldwell High School.

I have been impressed with his ability to get things done and fully expect him to do the same for the Indian Education Committee. In addition, he is well connected to individuals from other institutions in the area from his time with the Southwest Idaho Education Consortium. Thanks to Jaime, we have strengthened our ties with community partners that serve Latinx students. I highly recommend Jaime for a role as part of the IEC and pledge to fully support him in this capacity.

Sincerely,

A handwritten signature in black ink, appearing to read "Bert Glandon", is written over the typed name and title.

Dr. Bert Glandon
President



1600 South 25th East • Idaho Falls, Idaho 83404-5788 • 208.524.3000 • www.cei.edu

March 14, 2019

Dear Mr. Brumfield:

It is with great pleasure that we recommend Effie Hernandez to serve on the Idaho Indian Education Committee. Her résumé and qualifications are listed below. Thank you for your continued advocacy and support of the Idaho Indian Education Committee. Our President's letter of support is enclosed.

Sincerely,



Mike Walker
Dean of Student Affairs

lp
Enclosure

Effie Hernandez is a first-generation tribal enrolled student from the Shoshone- Bannock Tribes located in Fort Hall, Idaho. She attended the University of Idaho where she received a B.A. in Organizational Sciences and a minor in American Indian Studies in 2016.

She worked for the University of Idaho as an Assistant Director of Recruitment for three years. She has since transitioned into her new role at the College of Eastern Idaho as Recruiter and Career Placement Coordinator.

"The best thing about my job is being an advocate for higher education to every single person that I meet. This job gives me the resources to help make a difference in someone else's life. Being a minority, and a first-generation student, my overcoming collegiate barriers is giving hope to my tribal community and to the younger generation. My message: "You can and will succeed." – Effie Hernandez

RECEIVED

MAR 18 2019

OFFICE OF THE
STATE BOARD OF EDUCATION



1600 South 25th East • Idaho Falls, Idaho 83404-5788 • 208.524.3000 • www.cei.edu

March 4, 2019

Dr. Randall Brumfield
Chief Academic Officer
Office of Idaho State Board of Education
650 W. State Street, Room 307
Boise, ID 83720-0037

Dear Dr. Brumfield:

The College of Eastern Idaho will be continuing their participation in and support for the Idaho Indian Education Committee with the State of Idaho. This Committee plays a key role in supporting the education plans for the future of Indian education in the state.

Effie Hernandez is new to CEI in the role of Student Advisor, but Effie has worked in the area in University Recruiting with University Recruiting for the University of Idaho. Additionally, Effie has direct ties to the Shoshone-Bannock Tribe giving her a unique understand and tie to Indian Education. Effie will make an excellent addition to this state-wide committee as our CEI appointee. Her contact information is: Effie Hernandez – 208.535.5338 effie.hernandez@cei.edu
I have attached a brief bio for as well.

We look forward to our continued participation. If you have questions or concerns, please contact my office.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Aman", followed by a horizontal line.

Rick Aman
President, College of Eastern Idaho
Idaho Falls, Idaho

BOISE STATE UNIVERSITY

SUBJECT

Nature Center Naming

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.K

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: EDUCATIONAL ATTAINMENT, Objective C: Access

BACKGROUND/DISCUSSION

Boise State University (BSU) requests Board approval for the naming of a nature center on approximately 22 acres of property owned by BSU along the Boise River near the intersection of Warm Springs Avenue and State Highway 21. Boise State is developing this area to further research and community education conducted by the Intermountain Bird Observatory, an academic research and outreach unit within the College of Arts and Sciences. The grand vision for this area is to maintain and improve access, develop an interpretive trail system, improve native plant communities and fish and wildlife habitats, and create a year-round community outreach program.

Boise State University will team up with numerous partners in this endeavor including the City of Boise, Idaho Transportation Department, Idaho Department of Fish and Game, Ada County, and numerous private entities including the Idaho Foundation for Parks and Lands, Golden Eagle Audubon Society, the Boise River Enhancement Network, and others. The City of Boise plans to build a new city park on property adjacent to the proposed nature center and is supportive of the two properties being managed toward a common goal of maintaining open space, creating connectivity, contributing to clean water, restoring native habitats, and promoting community engagement and partnerships. Boise City has invested in this vision by approving a grant of \$440,000 to construct an interpretive trail system.

In 2007 the Moore Family began building the Diane and Winston Moore family Endowed Trust for the director of the Intermountain Bird Observatory. This fund became mature in 2012 and has greatly benefitted the Intermountain Bird Observatory program by increasing recognition, providing financial stability for the director, and providing annual interest to build the program. In particular, endowment interest was used to purchase this property, fund development of education/outreach programs, and fund habitat improvement projects.

This proposal to name the area the Diane Moore Nature Center recognizes the significant contribution of the Diane and Winston Moore family to Boise State University and their transformational role in the emergence and growth of the

CONSENT
JUNE 20, 2019

Intermountain Bird Observatory program. The University's naming committee and the interim president have approved the proposed name.

IMPACT

The creation of the Diane Moore Nature Center and the naming thereof will honor the Diane and Winston Moore family's vision and commitment to immersive and hands-on science education at Boise State, youth education, and a discovery of nature. As a result of building the vision for this property, the Intermountain Bird Observatory program will reach thousands of students, families, and local public annually. No new funding is required.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for someone other than a former employee of the system of higher education. These include consideration of the nature of the individual's gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individual's relationship to the institution. When naming a facility for an individual in recognition of a gift, no commitment for naming may be made to the prospective donor prior to Board approval of the proposed name.

Based on the information provided by Boise State University the request complies with Board policy.

Staff recommends approval

BOARD ACTION

I move to approve Boise State University's request for naming of the Diane Moore Nature Center as outlined herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
JUNE 20, 2019**

UNIVERSITY OF IDAHO

SUBJECT

Revisions to Constitution and Bylaws of the Faculty of the University of Idaho.

REFERENCE

November 18, 1966	The Board approved the Bylaws of the University Faculty.
June 18, 2009	The Board approved the Constitution of the University Faculty.
June 21, 2012	The Board approved amendments to the University of Idaho Faculty Constitution and Bylaws.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.S.2. Faculty Constitution and Bylaws.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: EDUCATIONAL ATTAINMENT

Objective A: Higher Level of Educational Attainment

Objective B: Timely Degree Completion

BACKGROUND/DISCUSSION

The Provost and Executive Vice President (Provost) worked with the leadership of the University Faculty Senate on ideas to improve the functionality of the University Faculty Secretary. These proposed changes re-define aspects of the faculty secretary role. In conjunction with these changes the Provost is providing additional support resources for the office, including a dedicated University Policy Coordinator to assist with institutional policy development and education.

These changes were approved by the Faculty Senate and then sent to the General Faculty where they were approved by the full faculty. They were then sent to the President who has also approved them.

IMPACT

There is no additional financial burden on the University from these changes, as they will be accomplished within existing budgets.

ATTACHMENTS

Attachment 1 – Changes to Faculty Constitution

Attachment 2 – Changes to Faculty Bylaws

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.S. Institutional Governance authorizes the faculty to establish written bylaws, a constitution, or necessary procedures for making

CONSENT
JUNE 20, 2019

recommendation to the chief executive office, such procedures are subject to approval by the chief executive office and written bylaws or the constitution must be approved by the Board. The proposed amendments have been approved by all parties and are consistent with Board policies.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to amend the Faculty Constitution as submitted in Attachment 1 and the faculty senate bylaws as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UI FACULTY-STAFF HANDBOOK
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1520: Constitution of the University Faculty

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2015

1520
CONSTITUTION OF THE UNIVERSITY FACULTY

NOTE: *When the university was young, the faculty's business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee's recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung's support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 2009 the Faculty Council changed its name to Faculty Senate a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A). In 2011 Clinical faculty rank was added and language with respect to associated faculty voting was clarified. In 2012 Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two and the required annual venue determination removed. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. In 2015 Faculty Senate members were allowed to serve an additional term and language was added to Article I. Section 4 that affirms academic freedom in faculty governance and university programs and policies. [In 2019 language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position.](#) The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-09, 7-11, 7-12, 7-13, 7-15, [7-19](#)]*

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Article II. Faculty Classifications

Article III. Faculty Meetings

Article IV. Responsibilities of the University Faculty

Article V. Faculty Senate

Article VI. Rules of Order

Article VII. Amendments

PREAMBLE. The faculty of the University of Idaho, designated "university faculty," as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

UI FACULTY-STAFF HANDBOOK
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ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents. [See 1120 A-2 and 1220 A-1.]

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution's chief executive officer, and the official leader and voice of the university. [See also 1420 A.] *[ed. 7-00]*

Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] *[ed. 7-00, 7-09]*

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160). *[rev. 7-15]*

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws. *[ed. 7-09]*

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit. *[ed. 7-09]*

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., "assistant research professor", "assistant clinical professor" and "visiting associate professor"), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. *[ed. 7-99, 7-09, rev. 7-01, 7-11]*

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Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.] *[ed. 7-00, 7-09]*

Section 3. Associated Faculties.

Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents. *[ed. 7-00, 7-09]*

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate. *[ed. 7-09, rev. 7-11]*

Section 4. General Faculty. "General faculty" is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

ARTICLE III--FACULTY MEETINGS.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty. *[ed. 7-09]*

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see FSH 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B. *[add. 7-09, rev. 7-12]*

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary's delegates at remote sites). *[add. 7-09, ed. 7-12]*

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty. *[rev. 7-09]*

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Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents. *[rev. 7-97, 7-09]*

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval. *[add. 7-09]*

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary's delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A). *[add. 7-09, ed. 7-12]*

Clause D. Secretary's Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94. *[add. 7-09]*

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. *[See also 1420 A-1-c.] [ed. 7-00, 7-09]*

Clause A. Responsibility. The president is responsible for the agenda and it is issued under the president's direction.

Clause B. Agenda Items from Individual Members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.

Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. *[But see 1540 B.] [ed. 7-00]*

Clause D. Proposed Changes of Written Policies or Regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

Clause E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. This constitution cannot be amended at an emergency meeting.

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ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

Section 2. Academic Standards. The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 3. Courses, Curricula, Graduation Requirements, and Degrees. Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

Section 4. Scholarships, Honors, Awards, and Financial Aid. The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

Section 5. Conduct of Students. The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.] *[ed. 7-14]*

Section 6. Student Participation. The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them. *[ed. 7-09]*

Section 7. Selection of Officers. The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.] *[ed. 7-06, 7-09]*

Section 9. Faculty Welfare. The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing

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units of the university. [See 1640.20, University Budget and Finance Committee.] *[ed. 7-05]*

Section 11. Committee Structure. The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to *ad hoc* advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640] *[ed. 7-97, 7-09]*

Section 12. Organization of the University. The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

Section 13. Bylaws of the Faculty Senate. The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.] *[ed. 7-09]*

ARTICLE V--FACULTY SENATE.

Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.] *[ed. 7-09]*

Section 2. Structure. The senate is constituted as follows: *[ed. 7-09]*

Clause A. Elected Members. *[ed. 7-00]*

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college. *[ed. 7-09]*

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific. *[add. 7-09, rev. 7-12]*

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties. [See 1566.] *[ed. & ren. 7-09]*

(4) Dean. The academic deans elect one of their number to serve with vote in the senate. *[ed. & ren. 7-09]*

(5) Staff. The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate. *[ed. & ren. 7-09, rev. 7-12]*

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(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] *[ed. & ren. 7-09, rev. 7-13]*

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officio* of the senate, with voice but without vote. *[ed. 7-09]*

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. ~~Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate.~~ *[ed. 7-09]*

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3]. *[ed. 7-09, rev. 7-12, 7-15]*

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate. *[ed. 7-09]*

Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit. *[ed. 7-09]*

Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.] *[ed. 7-09]*

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned. *[ed. 7-09]*

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1520: Constitution of the University Faculty

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. *[ed. 7-09]*

ARTICLE VI--RULES OF ORDER. The rules contained in *Robert's Rules of Order Newly Revised* govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents' policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action. *[ed. 7-09]*

ARTICLE VII--AMENDMENTS. This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2015

1580

BYLAWS OF FACULTY SENATE

PREAMBLE: This section contains the bylaws of Faculty Senate which serve to expand on Article V of the Faculty Constitution (1520). This section first appeared in the 1979 edition of the Handbook and has remained substantially the same, minor title changes aside, ever since. In January 2010 the Faculty Council changed its name to Faculty Senate. In 2011 the requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university. In July 2012 the election process for the graduate student representative on Senate was clarified. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. In July 2015 Faculty Senate member's term was expanded allowing an additional term. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-10, 7-11, 7-12, 7-13, 7-15]

CONTENTS:

- Article I. Function and Membership
- Article II. Duties of Officers
- Article III. Terms of Office
- Article IV. Election of Officers
- Article V. Meetings
- Article VI. Student Members
- Article VII. Executive Committee
- Article VIII. Other Committees

ARTICLE I--FUNCTION AND MEMBERSHIP. The function and membership of the Faculty Senate are as provided in the constitution of the university faculty. [See 1520 I-3 and V.] *[ed. 7-10]*

ARTICLE II--DUTIES OF OFFICERS.

Section 1. Chair. The chair shall: preside at meetings of the senate; appoint the secretary, subject to confirmation by the senate; appoint special or *ad hoc* committees in consultation with the senate; maintain lines of communication between the senate and the president, between the senate and the university faculty, and between the senate and the Staff Affairs Committee; serve as a member ex officio without vote of all committees and similar bodies under the jurisdiction of the university faculty; and perform all other duties pertaining to the office of chair. Given the nature of leadership responsibilities and time requirements of this position, it is UI administrative policy that the chair is given the opportunity for release time of up to one course per semester, or equivalent. *[ed. 7-10]*

Section 2. Vice Chair. The vice chair shall: assume the duties and responsibilities of the chair in the temporary absence or disability of the chair; serve as chair of the Committee on Committees; and perform such other duties as may be assigned by the chair or by the senate. *[ed. 7-10]*

Section 3. Secretary. The faculty secretary shall be the secretary to the faculty senate and shall maintain minutes and assume other responsibilities set forth in FSH 1570. ~~maintain an accurate record of all meetings of the senate; publish the minutes or a summary thereof on the Faculty Senate website as soon as possible after they are approved; file official copies of the minutes, together with appropriate exhibits, and in the Department of Special Collections and Archives in the University Library for safekeeping; prepare reports of policy actions taken by the senate for review by the university faculty, president, and regents; maintain a file of the minutes of university level standing committees; maintain a file of the current bylaws of the senate and of its standing committees; and perform such other duties as may be assigned by the chair or by the senate.~~ *[ed. 7-97, 7-10, rev. 7-11]*

ARTICLE III--TERMS OF OFFICE.

Section 1. Members. The terms of office for members of the senate are as provided in the constitution of the university faculty [1520 V-4] and in accordance with these bylaws. *[ed. 7-10]*

Section 2. Officers. The term of office for officers of the senate is one year, beginning on September 1 or on the official opening date of the academic year, whichever is earlier. No member may serve as chair more than two consecutive one-year terms. *[ed. 7-10]*

Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term.[see FSH 1520 V-4 – Terms of Office. *[ed. 7-10, rev. 7-15]*

ARTICLE IV--ELECTION OF OFFICERS.

Section 1. Nomination. Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president's designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of nominating candidates for the offices of chair and vice chair. Nominations are by secret ballot, and no other official business is transacted at this meeting. *[ed. 7-10]*

Section 2. Election. Not less than three days following the nominating meeting referred to in section 1, above, the president or the president's designated representative calls and presides at a second meeting of the same group for the purpose of electing the chair and the vice chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than three days between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

Clause A. Additional Nominations. Before balloting begins for each office, additional nominations may be made for that office.

Clause B. Procedure for Balloting. Elections for officers of the senate are by secret ballot, and a majority of all votes cast is necessary for election, a quorum being present [see V-3]. In the event that more than two candidates are nominated for either office and none receives a majority of the votes cast on the first ballot, balloting continues with the name of the candidate receiving the fewest votes being dropped from the ballot after each vote. In the event that there is no candidate with the fewest votes, balloting continues with all names included until such time as a candidate receives a majority of votes (in which case he or she is declared elected) or until a candidate receives the fewest votes (in which case his or her name is dropped from the ballot and the balloting continues). *[ed. 7-97, 7-10]*

ARTICLE V--MEETINGS.

Section 1. Regular Meetings. The senate determines the time and place for its regular meetings. *[ed. 7-10]*

Section 2. Special Meetings. Special meetings of the senate may be called at any time by the chair. Such meetings must be called upon the request of the president of the university or the president's designated representative. Meetings may be convened by 35 percent of the voting membership with a three-day written notice to all members. *[ed. 7-10]*

Section 3. Quorum. A quorum is half of the voting members of the senate, including half of the elected membership. *[ed. 7-10]*

Section 4. Agenda. The chair is responsible for the agenda and causes it to be issued at least one day before each regular meeting. Notice of special meetings may be given orally, provided each member so notified is informed of the

purpose of the special meeting.

Section 5. Order of Business. The usual order of business for regular meetings is: (a) approval of the minutes of the previous meeting; (b) communications; (c) committee reports; (d) special orders; (e) unfinished business and general orders; and (f) new business.

Section 6. Communications. Communications that require action by the senate should be furnished in sufficient quantity to provide one copy for each member of the senate and five copies for the secretary. *[ed. 7-10]*

Section 7. Alternates. Alternates participate in meetings of the senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor. *[ed. 7-10]*

Section 8. Policy Actions. Before each regular meeting of the senate, the agenda for that meeting is to be published on the Faculty Senate website. The website shall include the number, if any, and the title of each agenda item involving the formulation or substantive change of policy and also a link to the proposed redline document. Final action may not be taken on any such item unless it has been included in an agenda previously published on the website and distributed electronically to all senators (preferably the Friday before the meeting, but no later than 24 hours prior to the meeting, see Section 4 above); this requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present. *[ed. 7-97, 7-10, rev. 7-11]*

Section 9. Motions. Motions involving the formulation or change of policy should be in writing and handed to the secretary. The minutes are to show the names of the person making a motion and of the seconder.

Section 10. Record of Attendance. The minutes are to show the names of members attending and of those absent from meetings.

Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.) *[ed. 7-10]*

Section 12. Open Meetings. The university faculty's general regulations governing committee meetings, including meetings of the Faculty Senate, are contained in FSH 1620. *[ed. 7-10]*

Section 13. Publication of Minutes. The complete text or a summary of the approved minutes of meetings of the senate is published on the Faculty Senate website and sent electronically to senate members at least one day before the meeting at which they will be ratified. *[ed. 7-97, 7-10, rev. 7-11]*

ARTICLE VI--STUDENT MEMBERS.

Section 1. Qualifications. The two undergraduate-student representatives must have completed at least 26 credits at UI before taking office and must be full-time students as defined in the catalog (regulation O-1). The graduate-student representative must be regularly enrolled in a program leading to an advanced degree.

Section 2. Terms of Office. Student members are elected for one-year terms and are eligible for reelection for a second term.

Section 3. Election. The election of the two undergraduate-student representatives to serve on the senate is entrusted to the ASUI Senate. The election of one graduate-student representative is entrusted to the Graduate and Professional Student Association. The election of one law-student representative is entrusted to the Student Bar Association. *[ed. 7-10, rev. 7-12, 7-13]*

Section 4. Vacancies. Vacancies occurring in student positions are filled by the ASUI and GPSA as appropriate. [rev. 7-12]

ARTICLE VII--EXECUTIVE COMMITTEE.

Section 1. Function. The function of the Executive Committee is to act for the senate on emergency matters when the senate will not be in regular session for a period of more than two weeks and a quorum cannot easily be convened. The Executive Committee reports to and is subject to the orders of the senate, and the senate retains the authority to review actions of the Executive Committee. [ed. 7-10]

Section 2. Structure and Quorum. The Executive Committee is made up of such members of the senate as are present at a meeting called upon 36 hours' written or oral notice. Seven voting members of the senate constitute a quorum for meetings of the Executive Committee. [ed. 7-10]

Section 3. Officers. The officers of the senate also serve as the officers of the Executive Committee. In the absence or incapacity of both the chair and the vice chair, the members of the Executive Committee attending the meeting designate a chair *pro tempore*. [ed. 7-10]

Section 4. Call of Meetings. Meetings of the Executive Committee may be called on 36 hours' notice by the chair or vice chair or by the president of the university or the president's designee.

ARTICLE VIII--OTHER COMMITTEES.

Section 1. Authority of the Faculty Senate. Under the authority of the constitution of the university faculty, the senate has the responsibility to establish and maintain all university-wide and interdivisional standing and special committees, except those specifically reserved to the president. [See 1420 A-1-c and 1520 IV-11.] [ed. 7-00, 7-10]

Section 2. General Regulations. The general regulations governing committees, as adopted by the senate and the university faculty, are contained in 1620. [ed. 7-10]

ARTICLE IX--RULES OF ORDER. [See 1520 VI.]

ARTICLE X--AMENDMENTS. These bylaws may be amended by a majority vote of the university faculty, as defined in the constitution of the university faculty [see 1520 II-1], in attendance at a regular meeting, a quorum being present. Amendments that conflict with any provision of the constitution of the university faculty or with regents' policies are without effect. Proposed amendments must have been published in full in the agenda at least one week before the meeting of the university faculty or presented in writing at a meeting previous to the one at which the vote is to be taken.

CONSENT
JUNE 20, 2019

SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy I.J. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the Regular February 2019 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, nine (9) permits from Idaho State University, seventeen (17) permits from the University of Idaho and three (3) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the presidents and submitted to the Board office since the last Board meeting.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

BOARD ACTION

I move to accept the report on institution president approved alcohol permits as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY April 2019 – September 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Gene Harris Jazz Festival Headline Concert	Morrison Center		X	4/04/2019
Grid Iron Social	Gene Bleymaier Football Complex	X		4/06/2019
Distinguished Professor Award	Ben Victor Gallery	X		4/11/2019
TRIO Professionals Reception	Stueckle Sky Center	X		4/19/2019
Presidential Announcement Reception	Stueckle Sky Center	X		4/23/2019
Reception at the end of the Andrus Center 2019 Environmental Conference	Student Union Building	X		4/23/2019
Wassmuth Center for Human Rights Reception after Performance	Morrison Center		X	4/25/2019
President Spring Celebration	Alumni and Friends Center	X		4/25/2019
Yanke Art Gallery Reception	Yanke Art Gallery	X		4/26/2019
IAVM Regional Conference Reception	Stueckle Sky Center	X		4/29/2019
Uproxx Event	Student Union Building		X	5/02/2019
Cinderella	Morrison Center		X	5/03/2019
Boise Philharmonic Annual Gala	Stueckle Sky Center		X	5/03/2019
Ballet of Idaho After Party	Morrison Center		X	5/04/2019
Song of the Basque II	Morrison Center		X	5/05/2019
Nursing Excellence Awards	Student Union Building		X	5/06/2019
Jim Munger Retirement Celebration	Ben Victor Gallery	X		5/06/2019
Challenged Athletes Foundation Grant Night	Stueckle Sky Center		X	5/07/2019
Interfaith Dinner	Yanke Community Room	X		5/14/2019
Commitment to Idaho Awards Ceremony	Alumni and Friends Center	X		5/14/2019

**CONSENT
JUNE 20, 2019**

ATTACHMENT 1

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
President's Office Open House for Marty	Admin Building – 2 nd Floor Landing	X		5/15/2019
Professional Staff Association Appreciation Event	Stueckle Sky Center	X		5/16/2019
NCEES Southern/Western Zone Interim Meeting	Stueckle Sky Center		X	5/17/2019
ID/MT ASLA Conference	Student Union Building		X	5/17/2019
Employee Safety Banquet	Stueckle Sky Center		X	5/18/2019
Boise Chordsmen Annual Show	Morrison Center		X	6/01/2019
Morrison Center Volunteer Banquet	Stueckle Sky Center		X	6/02/2019
40 th Idaho Watercolor Society Juried Exhibition	Student Union Building		X	6/07/2019
Idaho Threat Assessment Conference	Stueckle Sky Center	X		6/10/2019
Disturbed Concert	Taco Bell Arena		X	7/30/2019
Ghost Concert	Taco Bell Arena		X	9/27/2019

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY April 2019 – August 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
20 Under 40	Stephens Performing Arts		X	4/23/2019
Southeast Idaho Military Ball	ISU Ballroom	X		4/26/2019
Spring Celebration	Frazier Hall	X		5/03/2019
KC Felt Endowment Reception	Magnuson Alumni House	X		5/09/2019
Idaho Commission on the Arts Meeting	President's Home		X	5/16/2019
Eastern Idaho Community Action Partnership Annual Dinner Meeting	ISU Bennion Student Union		X	5/23/2019
Chamber After Hours	COB (BA) Building, Lobby	X		6/27/2019
IEA Summer Institute	ISU Student Union Ballroom	X		7/23/2019
Wedding and Reception	Stephens Performing Arts		X	8/03/2019

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO April 2019 – June 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Law Review Awards Ceremony	University of Idaho Boise	X		4/06/2019
State Board of Education Reception	University House	X		4/17/2019
Athena Woman of the Year Award Reception	University House	X		4/22/2019
Phi Beta Kappa Honor Society Induction Ceremony	Commons	X		4/23/2019
Law Advisory Council/ISB Appellate Section Reception	University of Idaho Boise	X		4/25/2019
Department of Physics Awards Banquets	Bruce Pitman Center (SUB)	X		4/29/2019
Mike Thomsen Retirement Reception	Commons	X		4/30/2019
CALS Awards 2019	Bruce Pitman Center (SUB)	X		5/02/2019
2019 Men's Golf League	Golf Course	X		5/02/2019
Jay Pengilly Retirement Party	Prichard Art Gallery	X		5/03/2019
Rebecca Tallent Retirement	Prichard Art Gallery	X		5/09/2019
UIAA Hall of Fame Dinner	College of Education Rooftop	X		5/09/2019
VIP Commencement Dinner	University House	X		5/09/2019
2019 President's Commencement Dinner	Bruce Pitman Center (SUB)	X		5/10/2019
WWAMI Celebration Dinner	Bruce Pitman Center (SUB)	X		6/08/2019
Golf Scramble Dinner	Golf Course	X		6/16/2019
Tri Delta 90 Reunion Celebration	Bruce Pitman Center (SUB)	X		6/22/2019

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE May 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Confluence Project Story Gathering	Center for Arts and History	X		5/16/2019
Descending Constructs Opening	Center for Arts and History	X		5/17/2019
NAIA World Series Invitation Banquet Social	Activity Center	X		5/23/2019

CONSENT
JUNE 20, 2019

BOISE STATE UNIVERSITY

SUBJECT

Alcohol Service - Pre-game and In-suite for 2019-2020 Football and Basketball Seasons

REFERENCE

June 2013	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2013 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl, the 2014 Spring Game and the Caven Williams Sports Complex for home football games.
June 2014	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2014 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl, the 2015 Spring Game and the Caven Williams Sports Complex for home football games.
June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl, the 2016 Spring Game and the Caven Williams Sports Complex for home football games.
June 2016	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2016 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl and the 2017 Spring Game for home football games
June 2017	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2017 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl and the 2018 Spring Game for home football games.
October 2017	Board approved second reading of amendments to Board policy I.J. to allow institutions' CEOs to permit alcohol service in conjunction with NCAA athletic events hosted by the institution in venue suites and at designated pre-game events ("Permitted Events") at specific locations and to designate tailgate areas where authorized game patrons and their private guests may consume alcohol, if submitted to the Board for annual approval, and subject to certain conditions.
December 2017	Board approved waiver of Board Policy I.J. requirement that all requests come to the Board at the regular June Board

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	meeting for the 2017-2018 basketball competitions and the request to have a permitted event in the Double R Ranch Club Room of Taco Bell Arena.
June 2018	Board considered a first reading and did not approval the proposal to amend Board Policy I.J. expanding areas in which institutions could provide alcohol service in conjunction with student athletic events. Additionally the Board approved annual requests to allow institutions' CEOs to permit alcohol service in conjunction with NCAA athletic events hosted by the institution in venue suites and at designated pre-game events ("Permitted Events") at specific locations for the 2018-2019 football and basketball season in the Stueckle Sky Center, Allen Noble Hall of Fame, the Alumni and Friends Center and the Caven Williams Sports Complex.
August 2018	The Board approved a request to allow consumption of alcohol in designated tailgating areas in conjunction with student athletic events for the 2019 football season, post-season and spring football game.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services with Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

Prior to approval of construction of the Stueckle Sky Center, the Board granted approval for Boise State to represent that alcohol service would be available in the suites. Based on that approval, leases with patrons for the suites, club seats and loge seats were created with the understanding that alcohol service would be available during games in this area.

For the past eleven seasons, the Board has approved alcohol service in the Stueckle Sky Center prior to and throughout home football games.

Boise State University is committed to overall improvement of the game day experience, including enhancing concessions, fan connections with coaches and student-athletes, ticket purchase options and enhanced promotions, among other things. The addition of pre-game events is part of an overall strategy to enhance the game day experience. By improving pregame options on campus, Boise State University can offer a safe and monitored environment where fans can connect with fellow Bronco fans. Increasing ticket sales and donations continues to be a

difficult task with appealing television coverage at home and challenging start times. Improving the fan experience at games will allow Boise State University to create avenues for additional revenue to support championship-level programs and provide community members additional reasons to purchase tickets.

In October 2017, the Board approved amendments to Board Policy I.J. which specified certain pre-game events and in-suite service where alcohol could be permitted in conjunction with NCAA athletic events, if permitted by an Institution's chief executive officer and approved by the Board at the regular June Board meeting, preceding the season. The policy confines alcohol service to specific venues and sports, as follows:

- Caven Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Alumni and Friends Center (Pre-game football)
- Stueckle Sky Center (In-suite football)
- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club Room Basketball)

Boise State University requests Board approval to provide alcohol service in conjunction with NCAA football for the 2019-2020 season (each home game and a potential conference championship game), the Famous Idaho Potato Bowl and the 2020 spring football game) as follows:

- Caven Williams Sports Complex (Pre-game event)
- Allen Noble Hall of Fame Gallery (Pre-game event)
- Alumni and Friends Center (Pre-game event)
- Stueckle Sky Center (In-suite service)

Further, Boise State requests Board approval to provide alcohol service in conjunction with NCAA basketball for the 2019-2020 season as follows:

- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)

Football

Caven Williams Sports Complex

Providing alcohol service in the Caven Williams Sports Complex will create a gathering place for ticketed patrons attending Bronco football games and will become part of the game day experience. This reception style event will add value to those attending games by creating a fan zone that offers unique food and drink in a lighted, temperature-controlled environment. The complex will be divided into three areas: an alcohol-free area, an area where patrons can purchase alcoholic beverages, and a main fan zone featuring entertainment, food, and non-alcoholic beverage options. Boise State University will secure the entire facility and will require a valid game ticket to enter the building. Student tickets will not be accepted. The alcohol-free fan zone will have activities for adults and kids alike

with lawn games, band and cheer performances, autograph sessions, etc. Food and non-alcoholic drink options will be available for purchase throughout the secured venue. Boise State University's official food service provider (Aramark) will also have the opportunity to set-up concession areas or contract with local food trucks as additional food choice options for patrons. Within the secured area, Boise State University will create a separate area where patrons may purchase alcohol by partitioning off the area with barricades to ensure only those over the age of 21 can enter. Two Aramark employees (TIPS trained) will check ID's and issue color-coded wrist bands within the over 21 area. No alcohol will be allowed to go into or out of the secured venue.

Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State University will conduct these pre-game activities under the conditions outlined in the Security Plan, Attachment 1.

Allen Noble Hall of Fame

Providing alcohol service in the Allen Noble Hall of Fame will enhance a current gathering place for Albertsons Stadium patrons prior to home football games. In the secure area, Hall of Fame Club members and invited guests will be provided with food and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from Boise State University's official food service provider. Individuals become members of the Allen Noble Hall of Fame by purchasing a season membership with the Bronco Athletic Association.

A reception-style event in the Allen Noble Hall of Fame will become part of the Bronco Game day experience and add value to those attending Bronco football games by offering unique food and drink options in a lighted, temperature-controlled environment.

Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State University will conduct these pre-game activities under the conditions outlined in the Security Plan, Attachment 2.

Alumni and Friends Center

Providing alcohol service at the Alumni and Friends Center will maintain the donor intent and funding for the building as the intent of the center is to cultivate long term relationships with current donors, alumni and friends.

In the secure area, Alumni and Friends with game tickets will be provided with food and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from Boise State University's official food service provider.

CONSENT
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As with similar events, Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service and under the conditions outlined in the Security Plan, Attachment 3.

Stueckle Sky Center

Boise State University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Center on the west side of the stadium. In this secure area, Boise State University will allow patrons to purchase food and beverages, both non-alcoholic and alcoholic.

Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, the Boise State University will conduct these pre-game activities under the conditions outlined in the Security Plan, Attachment 4.

Basketball

Double R Ranch Club Room

Boise State University requests Board approval to provide alcohol service in the Double R Ranch Club Room of Taco Bell Arena as a "Permitted Event" as outlined in Board Policy I.J. prior to each home basketball game for the 2019-2020 season.

Providing alcohol service in the Double R Ranch Club Room will create a gathering place for Hardwood Club and Fastbreak Club members prior to home basketball games. The club room will serve as a reception style, pre-game gathering place for members and their invited guests where they will be provided with light hors d'oeuvres and non-alcoholic beverages. Guests may be provided with alcoholic beverages from Boise State University's official food service provider. This space will become part of the Bronco game day experience and will add value to those attending games by offering unique food and drink options in a temperature-controlled environment. Alcohol service will be discontinued at tip-off, but invited guests may return to the club room up until the end of half-time to enjoy additional food and non-alcoholic beverages.

As with similar events, Boise State University will provide all of the control measures and follow all requirements of Board Policy I.J. regarding alcohol service and the conditions out lined in the Security Plan, Attachment 5.

IMPACT

Approval will allow Boise State University to continue the practice of serving alcohol in restricted areas during home football and basketball games and to improve the offerings for patrons on game day and provide structured, controlled service of alcohol during pregame activities.

CONSENT
JUNE 20, 2019

ATTACHMENT

- Attachment 1 – Security Plan – Caven Williams Sports Complex
- Attachment 2 – Security Plan – Allen Noble Hall of Fame Gallery
- Attachment 3 – Security Plan – Alumni and Friends Center
- Attachment 4 – Security Plan – Stueckle Sky Center
- Attachment 5 – Security Plan – Taco Bell Arena

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.J.2.c, the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. All proposals are subject to the following minimum conditions:

- Pre-game events may be no more than three hours in duration, ending at kick-off, only patrons who hold tickets shall be allowed into the event, the event must be conducted in a secured area with controlled access, and a color coded wrist band or similar identification system must identify attendees as well as those of drinking age.
- In-suite/club rooms areas are restricted to ticketed patrons and guests, the sale of alcohol may begin no sooner than three hours prior to the start of the event and end 75% of way through the event.
- All events require notification to be sent outlining the location and Board alcohol policy and the minimum drinking age in Idaho. Alcohol-making or –distributing companies are not allowed to sponsor events and in no event shall the institution supply or sell alcoholic beverages directly. Food must be available at the event, along with non-alcoholic beverages and all food provider personnel who monitor the sale and consumption of all alcoholic beverages must be provided with TIPS training.
- Additional requirements set minimum security and insurance limits.
- A report is required to be submitted annually to the Board regarding alcohol service and any alcohol related incidents reported in conjunction with the event.

This request is consistent with the request approved by the Board at the June 2018 Board meeting.

CONSENT
JUNE 20, 2019

BOARD ACTION

I move to approve the request by Boise State University for alcohol service in full compliance with all applicable provisions of Board Policy I.J., including sections I.J.2.c., d, and e, as applicable to the location. Alcohol service is approved for the 2019-2020 football and basketball seasons in the following locations: for pre-game football: Caven Williams Sport Complex, Allen Noble Hall of Fame, and the Alumni and Friends Center; to approve in-suite service in the Stueckle Sky Center; and to approve pre-game service in the following location for basketball: the Double R Ranch Club Room of Taco Bell Arena.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Boise State University
2019 Football Season – Albertsons Stadium
Security Plan
Caven Williams Sports Complex**

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex. Security plans for the facility are as follows and will be conducted at each home game for the 2019 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There were no serious incidents regarding the pre-game service of alcohol during the 2018 season.

Caven Williams Sports Complex

Boise State will create a secure, indoor, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons. As with the previous years, Boise State will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the following conditions:

Caven Williams Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only patrons with a valid game ticket will be allowed to enter the facility
- Two Aramark employees (TIPS trained) will check ID's and issue color-coded wrist bands within the over 21 secure area.
- Crowd Manager checking for color-coded wristband stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color-coded wristband and patron behavior.
- Two Crowd Managers patrolling the alcohol-free area of the fan zone to make sure alcohol does not pass onto field area.
- Four Boise State Athletics employees roaming throughout facility identifying any problems that may occur. They will notify security personnel when necessary.
- One Boise State Operations employee designated as venue manager roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

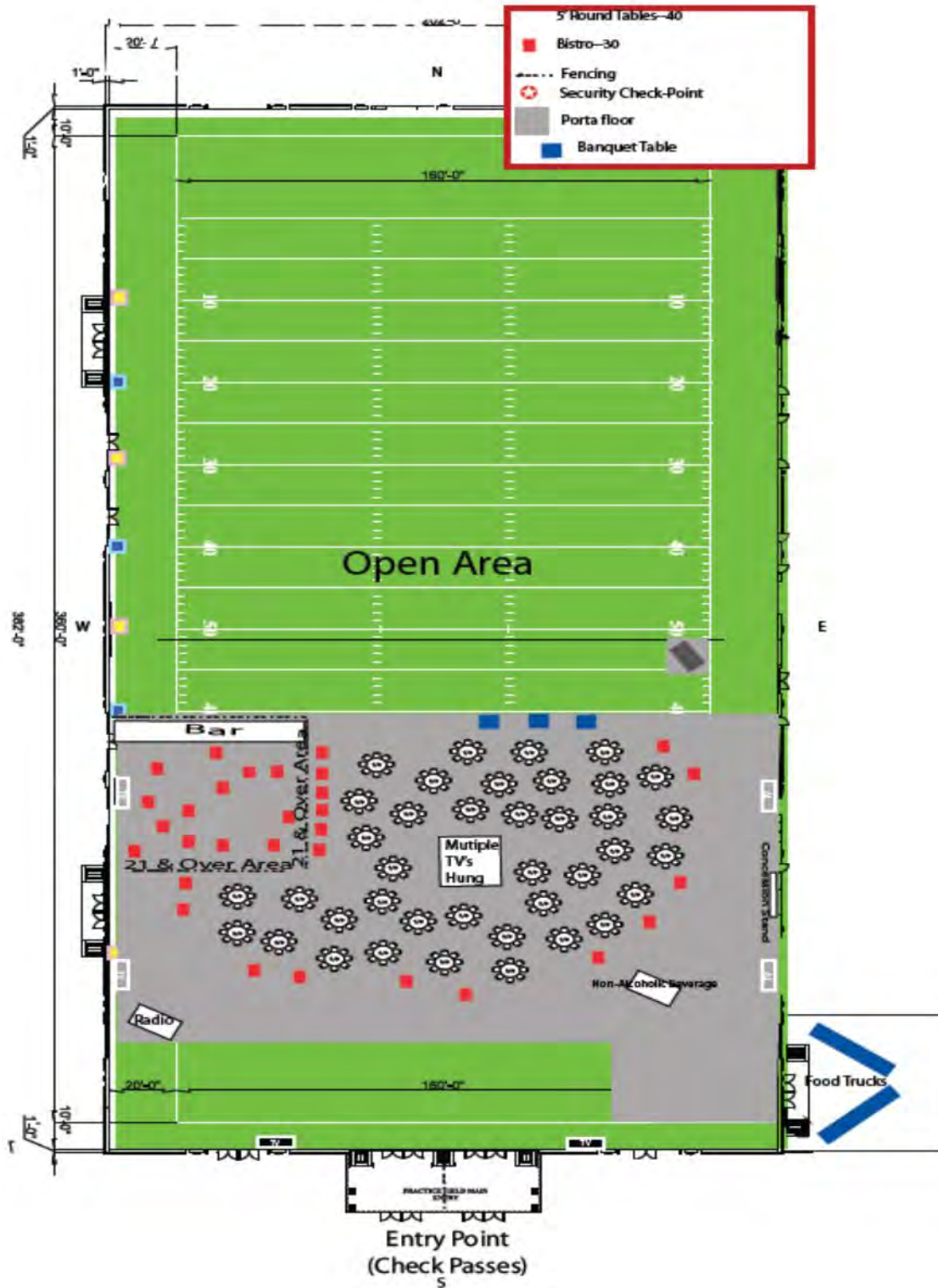
- All who enter the Caven Williams Sports Complex must have a valid game ticket. Potential patrons holding a student ticket will not be permitted to enter the facility.

**CONSENT
JUNE 20, 2019**

ATTACHMENT 1

-
- Event begins three hours prior to kick off and ends at the start of the game.
 - The Caven Williams Sports Complex will be secured to control access to and from the area.
 - There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for a valid game ticket of all patrons entering the facility.
 - One ID station will be provided, located inside the facility, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
 - Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
 - Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
 - The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
 - The State Board of Education alcohol policy as it relates to the Caven Williams Complex will be included in Boise State's 2019 fan guide.
 - Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Caven Williams Sports Complex Layout



**Boise State University
2019 Football Season – Albertsons Stadium
Security Plan
Allen Noble Hall of Fame**

Boise State will create a secure, area in the Hall of Fame similar to Caven Williams where alcohol consumption can be monitored and contained. The area will be a reception atmosphere for Boise State football game patrons. Guests may purchase or be provided alcoholic beverages from Boise State's official food service provider. As with the past years for similar events in the Stueckle Sky Center and other venues, Boise State will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the following additional conditions:

Allen Noble Hall of Fame Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only Hall of Fame Club members or invited guests will be allowed to enter the facility. Two Aramark employees (TIPS trained) will check ID's at the bar.
- Crowd Manager roaming entire area checking for patron behavior.
- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. They will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Allen Noble Hall of Fame must be a member or guest of the Allen Noble Hall of Fame.
- The event begins three hours prior to kick off and ends at kickoff. Alcohol will only be provided or sold until the game begins.
- The Allen Noble Hall of Fame will be secured to control access to and from the area.
- The entry points into the Allen Noble Hall of Fame will be manned by security personnel who will check for a valid membership of all patrons entering the facility.
- One ID station will be provided, located inside the facility at the bar, where ID's will be checked to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and

**CONSENT
JUNE 20, 2019**

ATTACHMENT 2

consumption of all alcohol to those of legal drinking age only.

- The State Board of Education alcohol policy as it relates to the Allen Noble Hall of Fame will be communicated to all Allen Noble Hall of Fame members and will be posted in the Allen Noble Hall of Fame on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- Attached is the map of the facility in the Allen Noble Hall of Fame and how it will be configured for the game day events.

Allen Noble Hall of Fame Layout



**Boise State University
2019 Football Season – Albertsons Stadium
Security Plan
Alumni and Friends Center**

The following report addresses security for alcohol service at Boise State Football games at the Alumni and Friends Center. Security plans for the facility are as follows and will be conducted at each home game for the 2019 season. The plan outlines measures taken to ensure that no underage drinking occurs.

Alumni and Friends Center

There have been no serious incidents regarding the pre-game service of alcohol during any of the previous season. Boise State will create a secure area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons. As with previous years, Boise State will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the below conditions:

Alumni and Friends Center Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter.
- Crowd Manager checking for color-coded wristband stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color-coded wristband and patron behavior.
- Four Boise State Alumni Relations employees roaming throughout facility identifying any problems that may occur. They will notify security personnel when necessary.

Policies for Facility

- All who enter the Alumni and Friends Center pre-game area must have a valid game ticket. Potential patrons holding a student ticket will not be permitted to enter the facility.
- Event begins three hours prior to kick off and ends at the start of the game.
- The Alumni and Friends Center pre-game area will be secured to control access to and from the area.
- There will be two entry points into the Alumni and Friends Center pre-game area, manned by security personnel who will check for a valid game ticket of all patrons entering the area.
- One ID station will be provided, located inside the area, where ID's will be checked

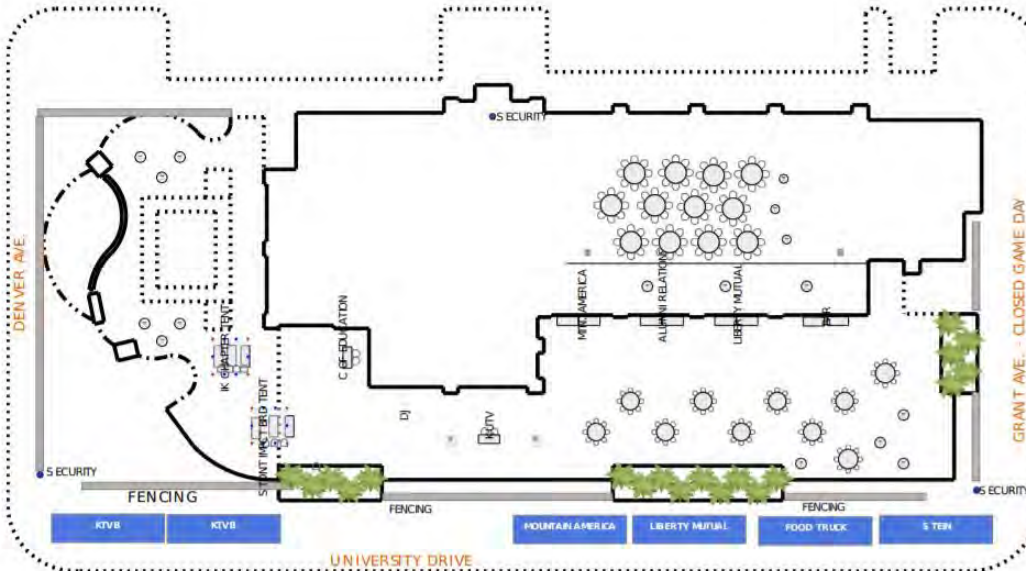
**CONSENT
JUNE 20, 2019**

ATTACHMENT 3

and special colored wristbands will be issued to identify attendees over the age of 21.

- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The State Board of Education alcohol policy as it relates to the Alumni and Friends Center will be included in Boise State's 2019 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Troy Bronco Bash Tailgate- Res # 213332
2017-09-02 10:45 am
Print Date: 2017-08-28 14:56:04
North Plaza & Courtyard



Equipment List

- 12 - 6ft Round Table
- 108 - 24" x 24" banquet Chair
- 3 - 2.5ft High Top Table
- 16 - 6ft x 2.5ft Rectangle Table
- 8 - 5ft Round Table
- 80 - 16" x 16" banquet Chair
- 13 - 3ft High Top Table
- 2 - 5.5ft Round Table
- 6 - 32ft x 8ft Custom Rectangle Object
- 2 - 10ft x 10ft Pole Tent
- 2 - 3' Rectangle Column
- 1 - 40ft x 2ft Custom Rectangle Object
- 1 - 60ft x 2ft Custom Rectangle Object
- 2 - 25ft x 2ft Custom Rectangle Object
- 19 - Fern
- 1 - 100.05ft x 2ft Custom Rectangle Object
- 1 - 55ft x 2ft Custom Rectangle Object
- 1 - 65ft x 2ft Custom Rectangle Object
- 2 - 2' Trash Can

Alumni and Friends Center Layout

**Boise State University
2019 Football Season – Albertsons Stadium
Security Plan and Alcohol Report
Stueckle Sky Center**

The following report addresses security for alcohol service at Boise State Football games in the Stueckle Sky Center (SSC). Security plans for the Sky Center are as follows and will be conducted at each home game for the 2019 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There have been no serious incidents regarding the service of alcohol during the 2005 through 2018 season.

As with previous years, Boise State will provide all the control measures and follow all requirements of the Board policy regarding alcohol service. Also, Boise State will conduct the activities with the following staff and security in the building on game day.

Staffing Plan

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd manager Supervisor – Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor – Assist Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby

- Crowd Manager stationed at entry point, checks tickets, ensures alcoholic beverages do not enter or leave the facility and assists with patron services duties.
- Crowd Manager during load in and out then will move to the Loge level during the game. Manager checks tickets, ensure alcoholic beverages do not enter or leave the facility and assists with patron services duties.

South Elevator Lobby

- Crowd Manager stationed at entry point, checks tickets, ensures alcoholic beverages do not enter or leave the facility and assists with patron services duties.
- Crowd Manager during load in and out then will move to the Club level during the game. Manager checks tickets, ensures alcoholic beverages do not enter or leave the facility and assists with patron services duties.

Level 3 – Loge Level

- Crowd Manager at the north stairs stadium to loge level will ensure guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Manager also assists with patron services duties.

- North Elevator lobby Crowd Manager monitors patrons who enter the Loge Level bar and assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager monitors alcohol sales at the bar. Manager also assists with patron services duties.
- South stairs stadium to Loge Level Crowd Manager ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Manager also assists with patron services duties.
- Crowd Manager to rove throughout the Loge Level, assists with patron services duties and monitors alcohol sales in bar and seating area.

Level 4 – Club Level

- Club Room Crowd Manager monitors the alcohol sales at the bar. Manager also assists with patron services duties.
- South Stairwell Crowd Manager monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager roves throughout the hall way, assists with patron services duties and monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager monitors alcohol sales in bar area and assists with patron services duties.
- North Stairwell Crowd Manager monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager monitors back row of club seating area to ensure the aisle remains clear and assists with patron services duties.
- West Stairs Crowd Manager (between 4th and 5th floor) monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway, assists with patron services duties and assists in monitoring alcohol sales at bar and kiosk.

Level 5—Suite Level

- Club Room Bar Crowd Manager monitors the alcohol sales at the bar and assists with patron services duties.
- South Hallway Crowd Manager assists with patron services duties and roves hall way to monitor patrons in the suites.
- North End of Hallway Crowd Manager assists with patron services duties and roves hall way to monitor patrons in the suites.

Level 6—Press Level

- Club Room Bar Crowd Manager monitors the alcohol sales at the bar and assists with patron services duties.
- South End Hallway Crowd Manager assists with patron services duties and roves hall way to monitor patrons in the suites.
- North End Hallway Crowd Manager assists with patron services duties and roves hall way to monitor patrons in the suites.

Policies

-
- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
 - There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
 - The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
 - Security personnel will not allow patrons to exit or enter the area with any food or beverages.
 - The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
 - Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
 - The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
 - No alcohol making or distributing companies may be allowed to sponsor the activities.
 - Each suite in the SSC shall have a sign displayed prominently with the following statement:

Laminated info sheet included in all suites placed on refrigerator.

Boise State has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

- Please drink responsibly.
- The University will enforce a **zero tolerance policy** on **alcohol abuse** and **underage drinking** that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.

“It is a privilege for us to serve alcohol in the Stueckle Sky Center”

Have a great Game Day, GO BRONCOS!

**Boise State University
2019-2020 Men's and Women's Basketball Season - Double R Ranch Club Room
Security Plan
Taco Bell Arena**

The following report addresses security for alcohol service at Boise State Basketball games in the Double R Ranch Club Room of the arena. Security plans for the facility are as follows and will be conducted at each home game for the 2019-2020 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There were no serious incidents regarding the pre-game service of alcohol during the 2018-2019 season.

Double R Ranch Club Room

Boise State will create a secure area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State basketball Hardwood and Fastbreak Club patrons and invited guests. The Double R Ranch Club Room is used by the Taco Bell Arena for VIP events prior to concerts and other commercial events. As such, the Arena operations has experience using the room for secure alcohol service as a pre-event venue. As with the previous years, Boise State will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the below conditions.

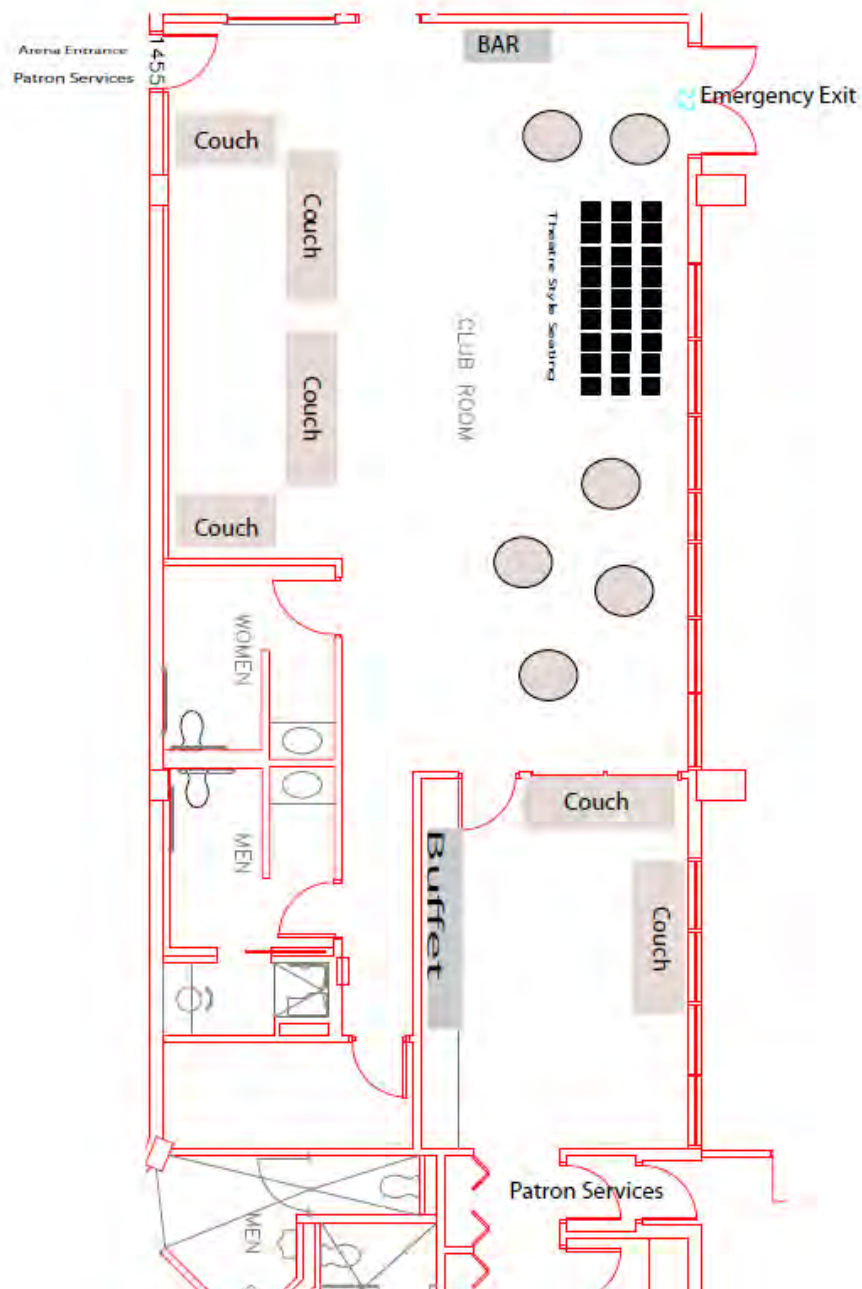
Double R Ranch Club Room Game Day Staffing

- One Crowd Manager will be located at the exterior entrance, checking for Hardwood and Fastbreak Club membership credentials for all that enter. Only Hardwood or Fastbreak Club members or invited guests with a membership credential will be allowed to enter the facility.
- One Crowd Manager will be located at the interior entrance, checking for Hardwood and Fastbreak Club membership credentials for all that enter. Only Hardwood or Fastbreak Club members or invited guests with a membership credential will be allowed to enter the facility.
- One Aramark employee (TIPS trained) will check ID's at the bar to ensure attendees receiving alcohol service are over the age of 21.
- Another Crowd Manager will be assigned to roam the entire area checking for membership credentials and patron behavior.
- At least two Boise State Athletics employees will roam throughout the facility, identifying any problems that may occur and will notify security personnel when necessary. In addition, these employees will assist with the responsibility of checking entrances to secure the building, ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Double R Ranch Club Room must be a Hardwood/Fastbreak Club member or invited guest.
- The event begins 90 minutes prior to tip off and ends at the end of half time. Alcohol will only be provided or sold until the game begins.
- The Double R Ranch Club Room will be secured to control access to and from the area.
- Both entry points into the Double R Ranch Club Room will be manned by security personnel who will check for membership of all patrons entering the facility.
- One ID station will be provided, located inside the facility at the bar, where ID's will be checked to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol policies, the presence of Hardwood/Fastbreak Club membership credential and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Double R Ranch Club Room will be communicated to all Hardwood and Fastbreak Club members and will be posted in the Club Room on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Double R Ranch Club Room Layout



BOISE STATE UNIVERSITY

SUBJECT

Alcohol during tailgating for the 2019 football season, post-season, the Famous Idaho Potato Bowl and the 2020 Spring Game

REFERENCE

2013-2017	The Board approved yearly requests to establish secure areas for activities that serve alcohol for the football season, post-season and spring football game.
October 2017	The Board approved revisions to Board Policy I.J. subsection 2.c. and 2.d. establishing designated areas for alcohol service in conjunction with student athletic events and allowing for the consumption of alcohol by game patrons in tailgating areas with prior Board approval.
August 2018	The Board approved a request to allow consumption of alcohol in designated tailgating areas in conjunction with NCAA athletic events for the 2019 football season, post-season and spring football game.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services with Regard to Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

Boise State University seeks to enhance the game day experience by ensuring secure, safe and enjoyable spaces for patrons to gather prior to games. Athletic events serve as strategic opportunities to build relationships with friends, alumni and donors, which often result in contributions that impact scholarships and academic programs for all students.

Current Board policy allows Idaho institutions to seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA sporting events. For the past eleven seasons, the Boise State University has consistently received Board approval for the allowance of alcohol service in the Stueckle Sky Center as well as other locations. Boise State University has a history of running successful events with no serious issues or incidents related to the service of alcohol.

In October of 2017, the Board amended Board Policy I.J. to allow alcohol to be consumed, with prior Board approval, at private tailgate spaces that are leased to

CONSENT
JUNE 20, 2019

patrons for home games. The policy now allows Boise State University to seek approval annually to designate specific parking lots and/or areas of university grounds that will be used for tailgating where alcohol may be consumed by game day patrons.

Accordingly, Boise State University seeks approval to designate the parking and other limited areas shown in orange in Attachment 1 as tailgate areas for the 2019-2020 football season. This includes both traditional parking lot spaces along with some grassy areas where patrons lease small canopies that function the same as traditional parking spaces, albeit without cars. Access to these areas on game day is limited to marked and, in some cases, barricaded entrances where patrons must show proof of authorization to enter.

The University will follow all requirements of Board policy regarding alcohol consumption for tailgating as set forth in policy I.J. Within the tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state laws and regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages, public intoxication, and Boise City Code 6-01-15, Unlawful Consumption of or Possession of Alcoholic Beverages in a Public Place.

The game day timeframe during which tailgating with alcohol consumption that may be authorized by the CEO will fall between 10:00 AM and 10:00 PM, per Board policy. Generally, access to tailgate spaces is limited to four hours before kickoff and lasts until one hour after the game ends, however, this can vary depending on kickoff time and the day of the week that the game is scheduled. Because of this variance, Boise State University seeks approval to allow tailgating for some or all of the time on each game day, between the hours of 10:00 AM and 10:00 PM, as authorized by the President.

Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area. Boise State University will not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only game patrons who have purchased a space may bring alcohol into the tailgate area for personal use by themselves and their guests.

IMPACT

Approval will allow Boise State University to provide pre-game fan experiences for all those who leased or licensed tailgate spaces and their private guests. Boise State University has not had any added expenses with the new policy as security has already been in place in years past for all tailgate areas. This plan also aligns with provisions provided for in the Boise City Code, and thus matches enforcement plans of Boise City Police.

ATTACHMENT

Attachment 1 – Layout – Tailgate areas

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Amendments made to Board Policy I.J. at the October 2017 Regular Board meeting expanded options for institutions, with Board approval, to serve alcohol in conjunction with NCAA student athletic events under specific conditions and specified locations, including the option to establish "tailgating areas" under the following conditions:

- Specific parking lots or limited areas of university grounds must have controlled access as tailgate areas
- Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests.
- Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.
- Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution.
- Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor.
- Alcohol may not be taken from the designated tailgate area into any other area.
- The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area.
- Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests.
- Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in I.J.2.c.

BOARD ACTION

I move to approve the request by Boise State University to establish tailgating areas as identified in orange shading in Attachment 1 in full compliance with the provisions set forth in Board policy I.J.2. and under the conditions set forth in this request for the 2019 football season, including the postseason, the Famous Idaho Potato Bowl, and the spring 2020 scrimmage.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Boise State University
2019-2020 Football Season
Tailgate Areas



**CONSENT
JUNE 20, 2019**

IDAHO STATE UNIVERSITY

SUBJECT

Request for 2018 Football Pre-game Alcohol Service

REFERENCE

June 2014	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2014 football season.
June 2015	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2015 football season
June 2016	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2016 football season
June 2017	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2017 football season
June 2018	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2018-2019 football season
August 2018	Board approved a request to establish tailgating areas where consumption of alcohol by game day patrons may occur for the 2018 football season

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.J.

ALIGNMENT WITH STRATEGIC PLAN

Governance issue. Not aligned with strategic plan.

BACKGROUND / DISCUSSION

Board policy I.J.2.c allows identified locations for the service of alcohol on campus in conjunction with athletic events. In accordance with this policy, Idaho State University (ISU) reports that during the 2018 football season the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. ISU works closely with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

The Pregame activities this year will again be conducted pursuant to the requirements of Board Policy I.J.2.c.ii as a "Pre-Game Event" in the grass area next to the Sports Medicine Center, identified as area "B" on Attachment 1. ISU will establish a secure area prior to each home Bengal football game, for the purpose of allowing corporate partners, alumni, fans, and invited guests the

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opportunity to gather with clients, friends, and guests for the 2019 home football games. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non-alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and ISU's official food service provider in one location, and will be hosted by the Office of the President in a private area. Idaho State University will provide control measures and follow all requirements of Board Policy I.J.2.c.ii. regarding alcohol service.

Further, pursuant to Policy I.J.2.d., the Bengal Athletic Boosters, consistent with previous years, sells continuous parking spots to patrons for the purpose of hosting private pre-game activities in RVs, tents and otherwise arranged configurations. These private sites are made available for setup beginning at 10 am on game days, concluding no later than 10 pm. University public safety officers and Pocatello police officers provide access control at all major entrances to the designated area. The following are the dates of the football games for the 2019 season. 9/5/2019, 9/28/2019, 10/12/2019, 11/2/2019, and 11/9/2019.

IMPACT

Board approval will allow ISU to conduct its pre-game activities consistent with the requirements of Board Policy I.J. for the 2019 football season.

ATTACHMENTS

Attachment 1 - Map of Designated Area – Holt Arena Full Aerial View

STAFF COMMENTS AND RECOMMENDATIONS

The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The proposal must meet the following criteria and, upon review by the Board, may also include further criteria and restrictions in the Board's discretion. To be compliant with Board policy I.J. all pre-game events must meet the following criteria:

- 1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
- 2) Only patrons who hold tickets to the football game shall be allowed into the event.
- 3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued (or similar identification system).

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- 4) A color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.

All events, pre-game and in-suite, must meet the following requirements:

- 1) All ticket holders to the event must be sent a communication outlining the location and Board alcohol policy. The communication must state the minimum drinking age in Idaho is 21 and that at no time is underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.
- 2) Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- 3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- 4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
- 5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
- 6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as

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additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

- 7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported at a time and in a format set by the Executive Director.

By indicating that the institution will comply with Board policy in their request they are indicating they will abide by all of the conditions listed above.

Additionally, Board policy I.J.2.d allows the institutions chief executive officers to designate (subject to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates must be submitted to the Board for approval as part of the request process.

If approved by the Board, within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

BOARD ACTION

I move to approve the request by Idaho State University for the 2019 pre-game institution-sponsored alcohol waiver indicated as location B mentioned herein in full compliance with the provision of Board Policy I.J.2.c.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University for the 2019 pre-game alcohol waiver for tailgating indicated as location A mentioned herein in full compliance with the provision of Board Policy I.J.2.d.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



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UNIVERSITY OF IDAHO

SUBJECT

Service of alcohol at Pre-Game Events for the 2019 football season, including post-season, and the 2020 Spring Game.

REFERENCE

2004-2014	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season. There were no serious issues or concerns related to the service of alcohol at pre-game events during this time.
June 18, 2015	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2015 football season.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games in the Vandal Fan Zone on a pilot basis with a report to the Board the following October.
October 21, 2015	Board voted to extend the approval of expanded alcohol service in the Vandal Fan Zone during home football games for the 2015-16 season.
June 16, 2016	Board voted to end the expanded alcohol service in the Vandal Fan Zone and approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2016 football season, 2017 Spring Game, post-season bowl game and if applicable conference championship game.
June 15, 2017	Board voted to approve the request by the University of Idaho to establish a secure area in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2017 football season and the spring 2018 football scrimmage.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c which included revised requirements applicable to pre-game activities.
June 21, 2018	Board approved the request by the University of Idaho to establish a secure area in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2018 football season and the spring 2019 football scrimmage.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN

Governance issue. Not aligned with strategic plan.

BACKGROUND/DISCUSSION

The University of Idaho (UI) seeks approval from the Board to continue its practice whereby in a secure area, patrons may purchase food and beverages (nonalcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2. As per Board Policy I.J.2.c.iii.(1) a color-coded wristband system will serve to identify all authorized attendees and guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed into the alcohol service area.

The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The Student Activities Field and North Kibbie Field, will be the location for the secure areas where food and beverage service (including alcoholic beverages) will take place. Within the secure area there will be space for the President's Circle Pre-Game Function, and for Corporate Tents, including the university's athletic marketing agent (Learfield). These functions provide an opportunity for the University and for corporate sponsors to reward employees and say "thank you" to valued customers and supporters by hosting private functions. This area is located on the north and east side of the ASUI-Kibbie Dome.

Service of alcohol at the President's Pre-game Function and the Corporate/Guest Institution Events will be through tents creating a controlled area for monitoring attendance and consumption, with service limited to a specific area within the tents. Minors will not be allowed in the alcohol service area and no alcohol will be allowed to leave the service area. This layout allows the institution to control all events permitted for pre-game service of alcohol.

Service of alcohol in the Vandal Fan Zone has been discontinued. Instead the

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University operates a tent within the tailgating area where food and non-alcoholic refreshments are sold along with Vandal Gear. This was well received during the first year of tailgating and offers a shaded area for gathering as well as a source of food and non-alcoholic beverages to those in the tailgating area.

Again there have been no serious incidences regarding the pre-game service of alcohol through the 2018 football season and the 2019 spring practice football game where service has been approved. The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

IMPACT

Approval will allow the University of Idaho to continue to serve alcohol in the approved areas within the limits of Board Policy I.J.

ATTACHMENTS

Attachment 1 – Maps and Drawings of Service Areas

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy Section I.J. prohibits the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events except for certain listed pre-game events. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. Board policy specifically states “No other locations are allowed”. Each year an institution that wishes to seek Board approval must present a written proposal to the Board at the Board’s regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. Approved locations for the University of Idaho are:

- Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)
- President’s/Corporate Tents – activities field north end (Pre-game football)

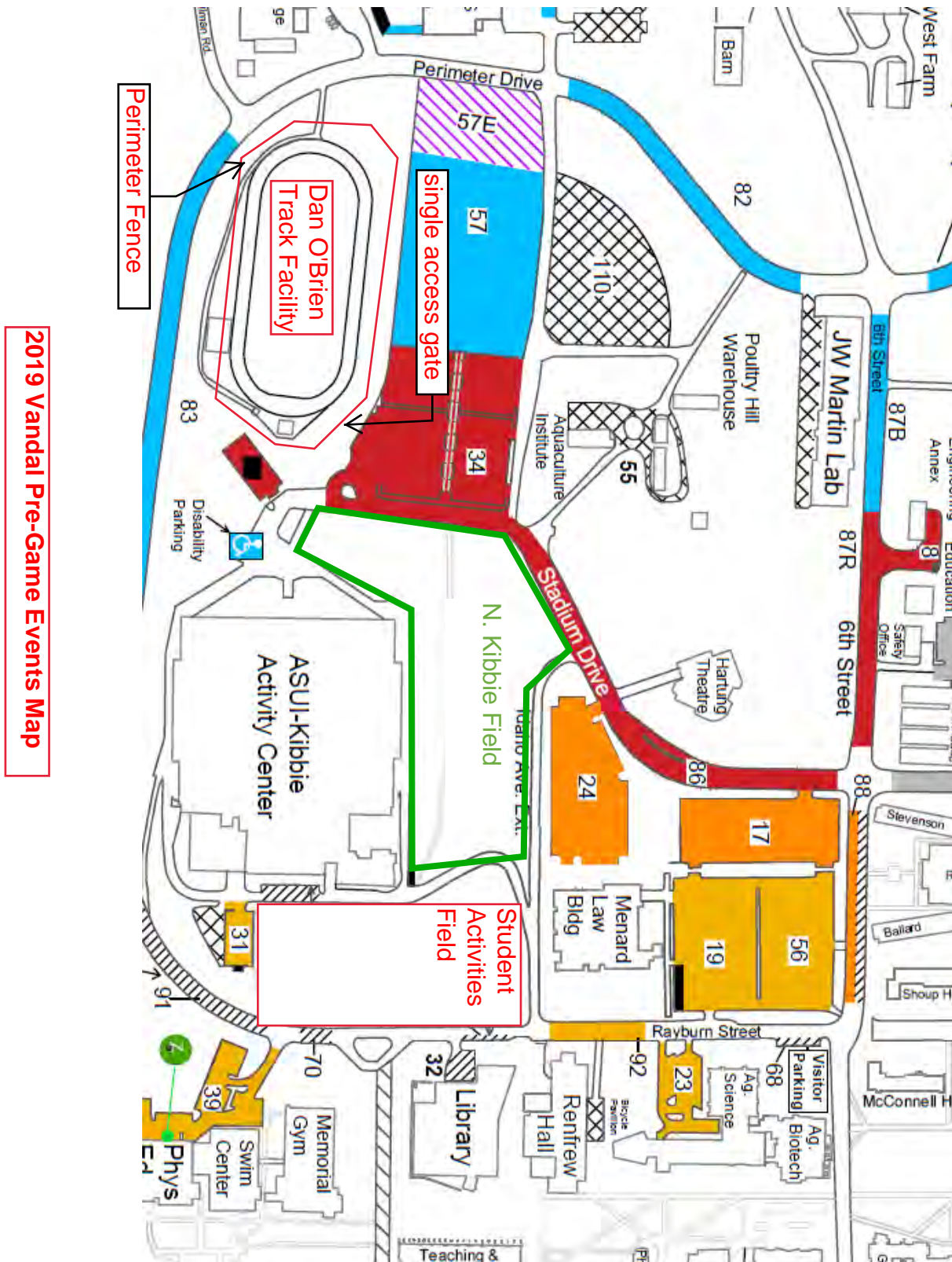
The proposal must meet all of the criteria specified in Board Policy I.J. and, upon review by the Board, may also include further criteria and restrictions in the Board’s discretion. The institutions indication that they approval includes compliance with Board Policy I.J. includes the requirement that the institutions will follow all of the location restrictions as well as other criteria.

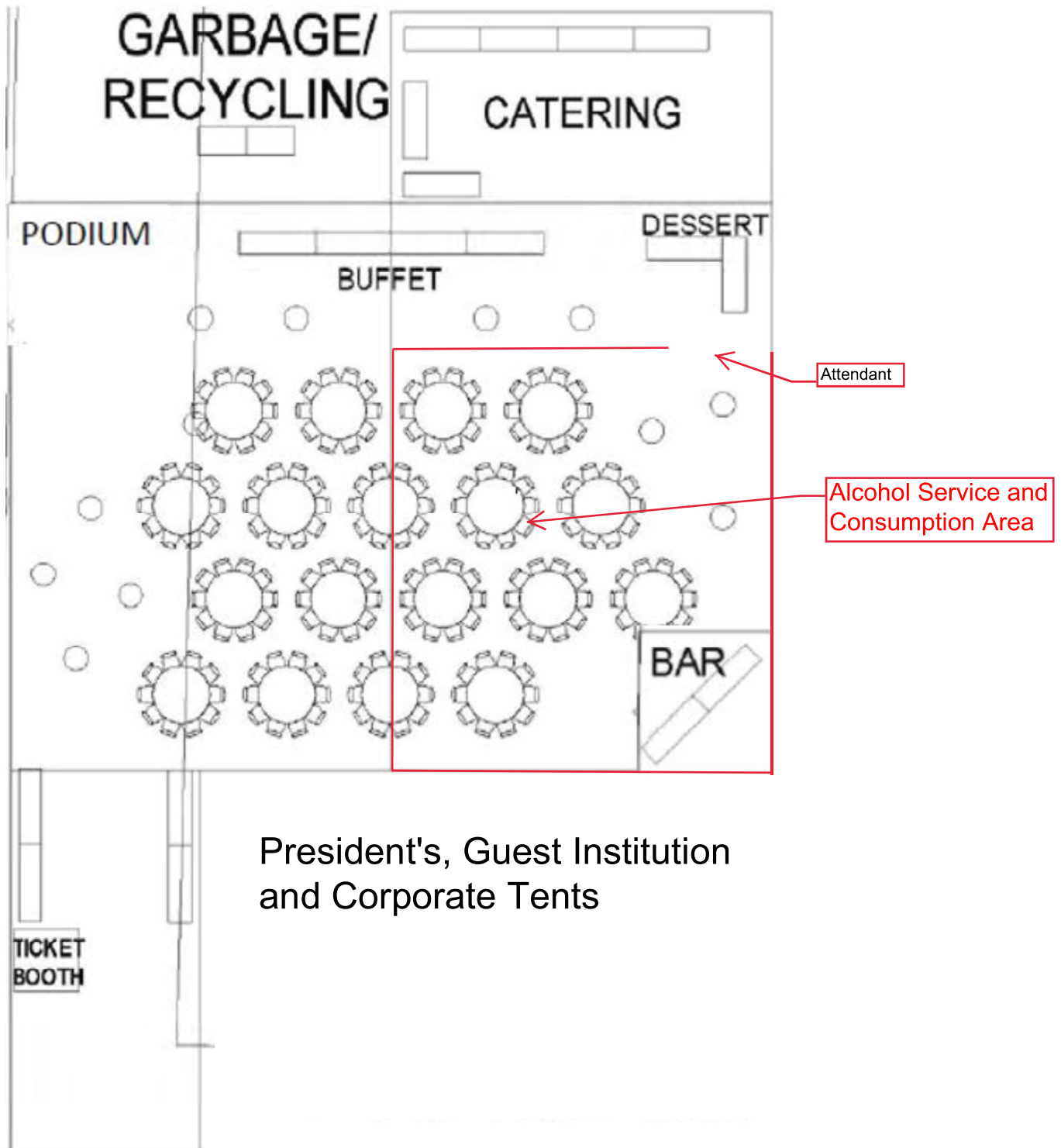
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BOARD ACTION

I move to approve the request by the University of Idaho to establish a secure area on the Student Activities Field, and the North Kibbie Field in full compliance with all of the provisions set forth in Board policy I.J.2., and under the conditions set forth in this request for the purpose of allowing alcohol service during the 2019 football season, including post-season home games, and the spring 2019 football scrimmage, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes No _____





CONSENT
JUNE 20, 2019

UNIVERSITY OF IDAHO

SUBJECT

Request for approval of sale of alcohol - Litehouse Center/Bud and June Ford Club Room (Center).

REFERENCE

April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events and within institution stadium suite areas.
June 23, 2011	Board approved the request by UI to authorize alcohol service during the 2011 football season in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.
June, 2012 - 2017	Board approved the request by UI to authorize alcohol service during the football season and during the ensuing spring football scrimmage each year, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c to encompass sale of alcohol in the Litehouse Center suites and Bud and June Ford Clubroom for home basketball games.
June 21, 2018	Board approved the request by UI to authorize alcohol service during the football season and during the ensuing spring football scrimmage each year, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c. In addition, Board approved alcohol service during home basketball games in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN

Board Governance Item

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA athletic events. The University of Idaho (UI) seeks continued approval to allow ticketed and authorized patrons in the Litehouse Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2019 football season as well as for the 2020 Spring Football Scrimmage Game, for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home football games.

In addition, the UI seeks continued approval to allow ticketed and authorized patrons of the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home basketball games in the 2019-20 basketball season, including post-season games, for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home basketball games.

Further:

- The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center.
- There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games.
- All entry points to Center Suites and the Center Clubroom area (identified in the attached drawings) will be staffed with trained security personnel.
- In addition, Security Personnel will be located within the Center to monitor activities within the suites and clubroom.
- The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo's provision of food and non-alcoholic beverages.
- The university and Center Patrons will abide by all terms and conditions of the Board policy and any other conditions placed by the Board. Violation of Board policy of additional conditions by Center Patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

Again, there have been no serious incidences regarding the pre-game service of alcohol through the 2018 football seasons and 2019 football spring scrimmage game where service has been approved. The UI continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the

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events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games as well as home basketball games.

IMPACT

Approval will continue the Board's approval to the UI for alcohol service in the center at home football and basketball games.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center

STAFF COMMENTS AND RECOMMENDATIONS

The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur.

Approved Locations for the University of Idaho are limited to:

- Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)
- President's/Corporate Tents – activities field north end (Pre-game football)

In addition to the conditions required in Board Policy I.J for all events, in-suite/club room events have the following criteria:

- 1) Attendance is limited to ticketed patrons and guests,
- 2) Adult patrons may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such adult patrons.
- 3) The sale of alcohol must begin no sooner than three hours prior to the start of the athletic contest and must end seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

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BOARD ACTION

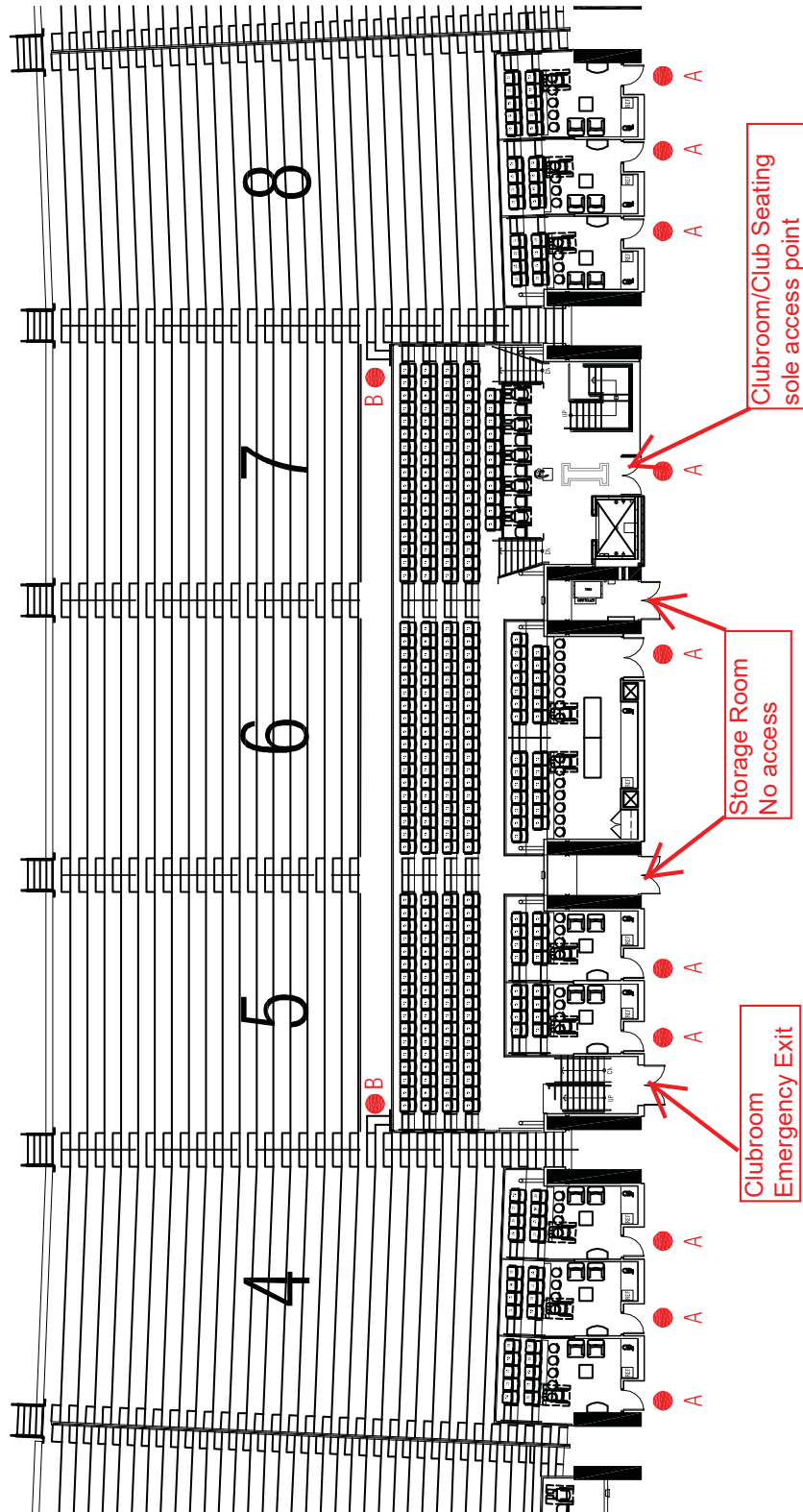
I move to approve the request by the University of Idaho to allow alcohol service during the 2019 football season, the spring 2020 football scrimmage, and the 2019-20 basketball season, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



PERSPECTIVE
CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES
ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

A = Security Personnel at individual suite access points and clubroom entry
B = Security Personnel - monitors in lounge seating area

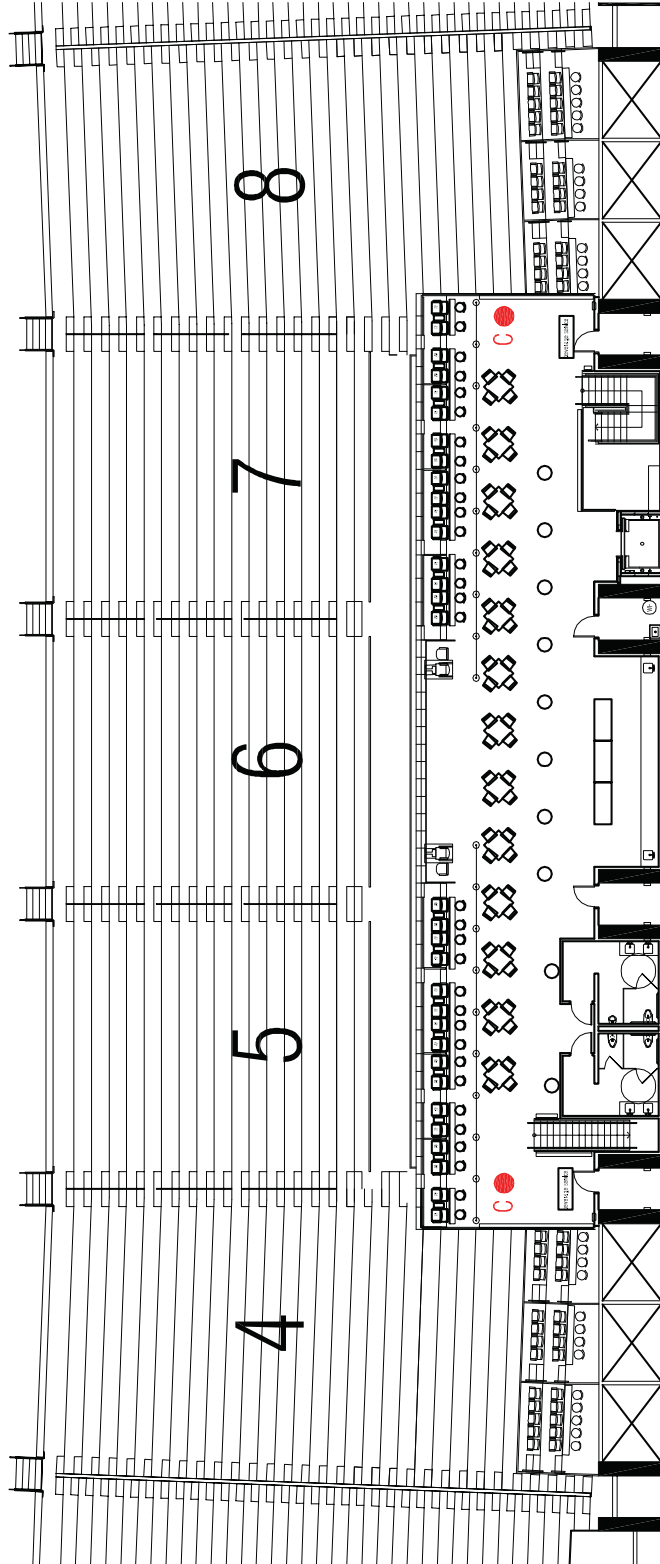


CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB SEATING, SUITES, AND CONCOURSE LEVEL

ASUI KIBBIE ACTIVITY CENTER UNIVERSITY OF IDAHO

C = Security Personnel - Clubroom monitors



CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)
CLUB ROOM LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

UNIVERSITY OF IDAHO

SUBJECT

Tailgating for the 2019 football season, including post-season, and the 2020 Spring Game.

REFERENCE

2004-2017	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c to revise requirements applicable to pre-game activities which encompass consumption of alcohol by game patrons tailgating in designated areas.
June 21, 2018	Board approved consumption of alcohol by game patrons tailgating in designated areas for the 2018 football season including post-season and the 2019 Spring Game.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN

Board governance item

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA sporting events. The University of Idaho (UI) has consistently made and had requests approved by the Board for alcohol services in combination with home football games and has a history of having no serious issues or concerns related to service of alcohol in conjunction with NCAA sporting events.

The UI seeks continued approval from the Board to allow consumption of alcohol by home football game patrons tailgating in designate areas on the University campus in Moscow. The University will follow all requirements of Board policy regarding alcohol consumption at tailgating as set out in Board policy I.J.2. In managing its game day functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

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The parking lots designated as Lots 34, 57, 57E and 110, as shown in attachment 1 hereto, will be those to be designated, in whole or in part, by the President for tailgating activities where private alcohol may be consumed. Access to these lots on game day is limited to the Stadium Drive entrance and all patrons allowed to park in the designated lots must pass through this entrance and present proof of authorization to park.

The game-day timeframe during which tailgating with alcohol consumption that may be authorized by the President will fall between 10:00 AM and 10:00PM. The University seeks approval to allow tailgating within some or all of the parking area designated in Attachment 1. This will allow the President flexibility to adjust the number of areas if and where deemed necessary as the university monitors game day conduct in these areas. Likewise, the University seeks approval to allow tailgating for some or all of the time on each game day, between the hours of 10:00 AM and 10:00 PM. This too will allow the President flexibility to adjust if deemed necessary as the university monitors game day conduct during tailgating.

IMPACT

Approval will allow the University to continue to permit alcohol consumption in the tailgating areas in the same fashion as was done in 2018.

The impact of new tailgating rules during the 2018 football season was very positive. Fans appreciated the clarity regarding appropriate consumption of alcohol and accepted the underlying rules well. Any issues of fan conduct were handled by University security and by the Moscow Police Department in the ordinary course of their security and law enforcement work within the tailgating area. A small number of RV's (6 approximately) were allowed to park in an area of the North Kibbie Field that was designated for pre-game events. This occurred after the normally available RV parking filled up. These fans followed the tailgating rules regarding consumption of alcohol without incident, but were in fact outside the approved tailgating area. This was an administrative oversight by the University, not a knowing violation of rule by the fans. This has been resolved internally with University Event Services and Athletics Ticket Sales personnel and will not occur again. Additionally, RV parking will not occur in that area.

The University is not seeking any change in the designated tailgating areas or times.

ATTACHMENTS

Attachment 1 – Map of designated areas where tailgating is to be authorized

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.J. the CEO of each institution may designate (subject

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to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates will be submitted to the Board for approval.

Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

The institutions may not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

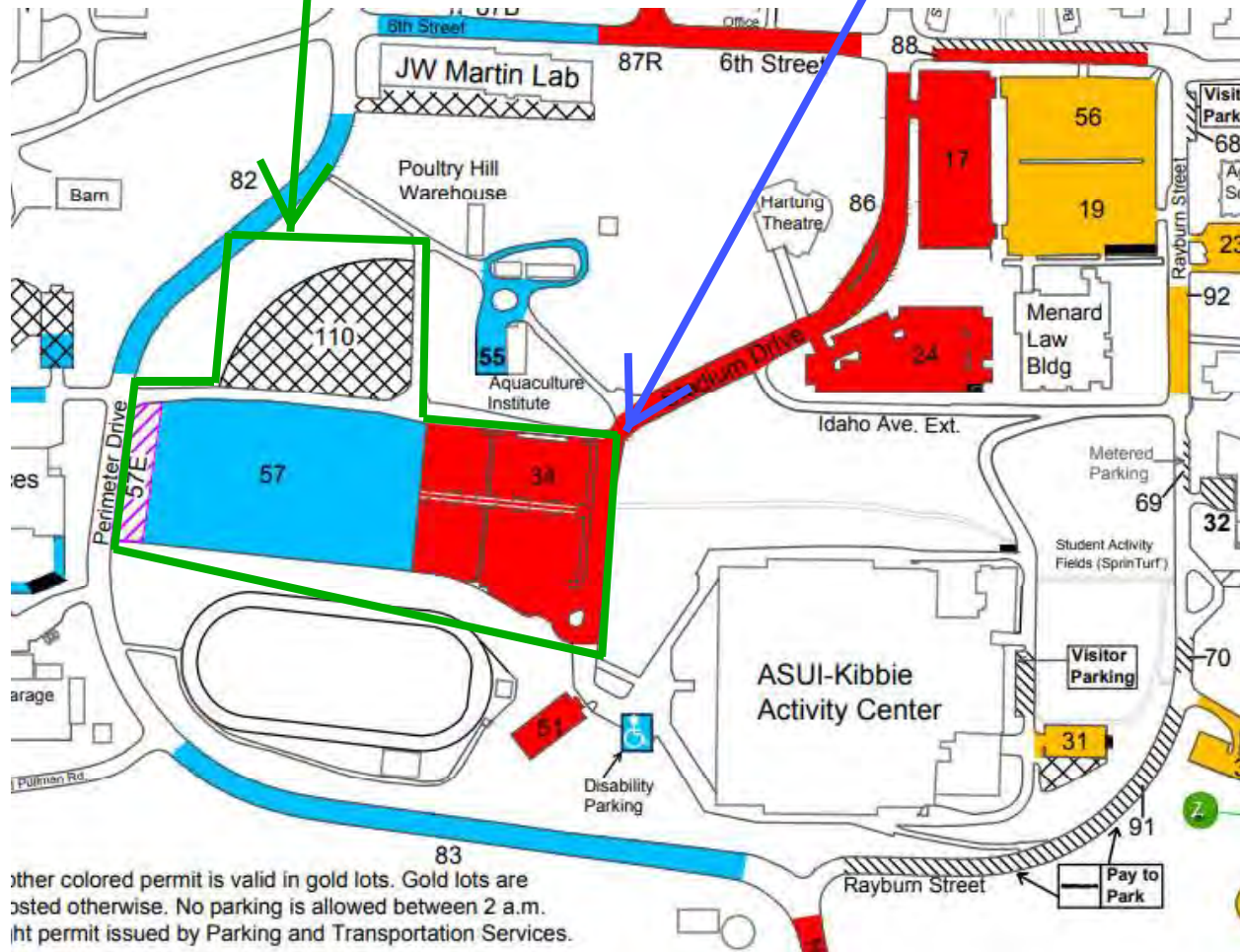
BOARD ACTION

I move to approve the request by the University of Idaho for authority to establish tailgating areas where consumption of alcohol by game patrons may occur in parking lots 34, 57, 57E and 110 as shown in Attachment 1 and under the conditions set forth in this request and in full compliance with all provisions set forth in Board policy I.J.2 during the 2019 football season, including post-season home games, and the spring 2020 football scrimmage, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes No _____

Attachment 1:
Tailgating Lots 34,
57, 57E & 110

Game-day Entry
Checkpoint



PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Brigham Young University-Idaho 2018 Educator Preparation Program Review: State Program Approval Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

REFERENCE

February 2012

Board accepted the Professional Standards Commission's recommendation to accept the 2011 state team program approval report thereby granting program approval of ECE/ECSC Blended, Elementary Education, English Language Arts, Foreign Language, Health, Mathematics, Physical Education, Professional Technical Education (Foundation Standards), Agriculture Education, Family and Consumer Science, Science (Foundation Standards), Biology, Earth and Space Science, Physics, Social Studies (Foundation Standards), Economics, Geography, , History Government/Civics, Drama, Visual/Performing Arts (Foundation Standards), Music-NASM Accredited, and Visual Arts at Brigham Young University - Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs. From October 23 through October 26, 2018, the PSC convened a State Review Team composed of twelve (12) content experts and two (2) state observers to conduct a full unit review of the Brigham Young University-Idaho (BYU-I) educator preparation program. As part of this review process, the Council for the Accreditation of Educator Preparation (CAEP) held a concurrent review with a separate CAEP Review Team.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at BYU-I meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board-approved knowledge, performance, and

disposition indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, State Specific Requirements, and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: required course syllabi, required course assignments and rubrics, required course exams, Praxis scores, area specific binder documentation provided by BYU-I, evidence room website/portal, as well as interviews with candidates, completers, BYU-I faculty and staff, mentor teachers, and supervisors, as well as district/school administrators. After the site visit and review of the State and CAEP Reports, BYU-I submitted rejoinders to the CAEP report, as well as supporting documentation. The Standards Committee of the PSC reviewed all documents at the PSC meeting on January 24, 2019. The State Team Report was recommended for approval.

The rejoinder to the CAEP Report addresses CAEP Standards 1-5. The Standards Committee of the PSC studied the rejoinder and supporting documents and recommended the full PSC granting BYU-I "Conditional Approval" for CAEP. The Standards Committee of the PSC also discussed and ultimately recommended that BYU-I be required to submit annual reports to further support continuous improvement, systematic changes, and alignment with the most recent CAEP and State educator preparation standards. Therefore, at the full PSC meeting on January 25, 2018, the PSC voted to recommend acceptance of the CAEP State Team Report and State Team Report as written, with the following changes: Moving the CAEP Program Approval to Conditional Approval for the unit on Standards 1 – 5. Additionally, in preparation for the State Mid-Cycle Focus Review in Fall 2021, the PSC recommends BYU-I submit Annual Reports to the PSC on June 1, 2020 and June 1, 2021 (following the *Standards for Initial Certification of Professional School Personnel for Program Reviews* after July 1, 2020).

IMPACT

The recommendations in this report will enable BYU-I to continue to prepare teachers in the best possible manner, ensuring that all state and CAEP teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – 2018 BYU-I State Team Report

Attachment 2 – 2018 BYU-I CAEP State Team Report and Rejoinder

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards

CONSENT
JUNE 20, 2019

Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed or Pupil Service Certificate as applicable to the area of study.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to accept the 2018 Brigham Young University-Idaho State Team Report and CAEP State Team Reports and grant conditional approval for the units on standards 1-5 and continued approval for all other areas as identified in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to accept the recommendation of the Professional Standards Commission to require Brigham Young University-Idaho to submit annual reports to the Professional Standards Commission on June 1, 2020 and June 1, 2021. The report will follow the standards identified in the 2020 *Standards for Initial Certification of Professional School Personnel* for Program Reviews after July 1, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE TEAM REPORT
Brigham Young University-Idaho
October 10-14, 2011

ON-SITE STATE TEAM:
Dr. Julie Newsom State NCATE Team Co-Chair
Stacey Jensen, State Team Co-Chair

Dr. Keith Allred
Dr. Rick Fletcher
Dr. Jann Hill
Janel Johnson
Dr. Gary Larsen
Tama Meyer
Dr. Dan Peterson
Karen Pyron
Jayne Heath-Wilmarth

Professional Standards Commission
Idaho State Board of Education

STATE
OBSERVERS/REVIEWERS

Christina Linder
Katie Rhodenbaugh

Introduction

Brigham Young University - Idaho (BYU-Idaho) is a private four-year university owned and operated by The Church of Jesus Christ of Latter-day Saints. Established in 1888, the institution's 255-acre campus is located in Rexburg, Idaho, an agricultural community in the heart of the Upper Snake River Valley.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Brigham Young University-Idaho (BYU-I) meet state standards for beginning teachers. The review was conducted by an eleven-member state program approval team accompanied by two state observers/reviewers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved rubrics were used to assist team members in determining how well standards are being met.

Core standards, foundational standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used a minimum of three sources of evidence to validate each standard, including but not limited to: course syllabi, intern student handbooks, course evaluations both formal and informal, course assignments, Praxis II , Praxis PLT, and Idaho Literacy Assessment test results, portfolios, work samples, letters of support, transcript analysis, surveys and access to BYU-I's accreditation site at www.box.net. In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, full-time and adjunct university faculty, clinical supervisors, PreK-12 principals and cooperating teachers.

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report and the rejoinder will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

PROGRAM RECOMMENDATIONS

Brigham Young University-Idaho
October 10-14, 2011

PROGRAMS	RECOMMENDATIONS	PAGE
Core Teacher Standards	Met	3
ECE/ECSC Blended	Approved	11
Elementary Education	Approved	18
English Language Arts	Approved	21
Foreign Language	Approved	26
Health	Approved	31
Mathematics	Approved	36
Physical Education	Approved	39
Professional Technical Education (Foundation Standards)	Approved	44
Agriculture Education	Approved (2010)	N/A
Family and Consumer Science	Approved	50
Science (Foundation Standards)	Approved	52
Biology	Approved	58
Chemistry	Conditionally Approved	59
Earth and Space Science	Approved	61
Physics	Approved	62
Social Studies (Foundation Standards)	Approved	63
Economics	Approved	65
Geography	Approved	66
Government/Civics	Approved	67
History	Approved	68
Visual/Performing Arts (Foundation Standards)	Approved	69
Drama	Approved	75
Music	NASM Accredited	N/A
Visual Arts	Approved	78

College/University: BYU Idaho Review Dates: October 10-14, 2011

CORE

RUBRICS – Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 BYU-I teacher education required coursework, required course syllabi, faculty interviews, Praxis II scores, clinical supervisor, cooperating teacher, and candidate survey results and observation evaluation sheets provide evidence that candidates demonstrate adequate knowledge of the content that they plan to teach. Required course reading assignments and faculty interviews indicate that candidates understand the ways new knowledge in the content area is discovered. Praxis II results as well as PLT Praxis reported results indicate that over eighty percent of the candidates meet or exceed the qualifying scores on Idaho State Board-required academic examination(s). According to interviews and clinical practice checklists, candidates are required to pass their Praxis II exams prior to their clinical internship.

1.2 Observations of candidates and student teachers, evaluation sheets, work samples, portfolios, and interviews with faculty, candidates, supervisors, administrators, and cooperating teachers indicate that candidates create learning experiences that make the content taught meaningful to students. One candidate was observed teaching an explicit vocabulary lesson and she specifically in a short 15 minute observation found a way to make all the given vocabulary words from a 5th grade reading story meaningful to her students in multiple ways. It was obvious in that short amount of time that she knew her audience and their backgrounds well enough to create these connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

2.1 Perusal of required course syllabi, required course readings, reflections regarding the assignments, and interviews of candidates and cooperating teachers indicates that candidates demonstrate an adequate understanding of how students learn and develop.

2.2 Interviews with candidates, cooperating teachers, faculty, and clinical supervisors, and administrators as well as work samples, observations, and required course assignments indicate that candidates provide opportunities to support students' developmental stages and growth.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Modifying Instruction for Individual Learning Needs		X	

3.1 Required course syllabi, interviews with faculty regarding cohort meeting topics, required readings from coursework and interviews with faculty indicate that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. The required courses SPED 310 for elementary education and ECE/ECSE majors and SPED 360 for

secondary education students provides a broad overview of a variety of individual learning needs on both the high and low end of the learning continuum. Candidates are introduced to a variety of needs and perspectives throughout the course, required course readings and required coursework. Additional required coursework topics found in literacy and other content area syllabi provide the opportunity for more specific learning challenges in the various content areas.

3.2 Interviews with candidates, cooperating teachers, and faculty, as well as observations, lesson plans from required coursework and work samples reflect evidence that candidates modify instructional opportunities to support students with diverse needs. However, perusal of required course work including lesson plans from various courses, and assessment rubrics indicate that there are varied expectations throughout the program for making modification for individual learning needs. Some courses seemed to require extensive modification and lesson plans found were able to show this evidence, however other courses did not seem to have that as a part of the requirement as lesson plans from those courses did not have any place for modifications in the plan. Modifications found seemed to rely heavily on making modification for struggling and striving readers. No lesson plans were found indicating modification being made for student on the gifted and talented end of the learning spectrum. Interviews with cooperating teachers and candidates themselves suggested that candidates are weak in their knowledge of how to adapt and modify instruction for ELL students.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies			X

4.1 Required course syllabi, faculty interviews, course assignments, and observation forms, and survey results indicate that candidates demonstrate an adequate understanding of instructional strategies. Multiple interviews indicated that candidates felt that faculty did a great job of modeling multiple instructional strategies in their delivery of content to the candidates in class.

4.2 Observations of student teachers, interviews with candidates, cooperating teachers, and formal evaluation forms as well as work samples and portfolios provide evidence that consistently and effectively use a variety of appropriate instructional strategies. In just one observation of a candidate, it was noted that the candidate utilized whole group direct instruction, kinesthetic learning, individual work, and cooperative learning groups to help reach her objective. Many interviews indicated that candidates were able to consistently use varied instructional strategies in order to help their students reach the learning goals.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	X		
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	X		

5.1 Required course syllabi, interviews with faculty, candidates, and cooperating teachers, as well as survey results, provide little or no evidence that all teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. Multiple times, ED 242- Motivation and Management was brought up as an excellent course that provided multiple opportunities to learn about motivation and management strategies in the classroom. However this is only a required course for elementary education and ECE/ECSE majors. Also it should be noted that there is quite a distinct difference in the goals, objectives, and course assignments between the 2 syllabi provided by faculty teaching this course. This reflects that candidates are receiving quite different instruction even within the same course.

5.2 Interviews with cooperating teachers, candidates, clinical supervisors, and administrators as well as observations and survey comments indicate that there is little or no evidence that all teacher candidates are able to create, manage, or modify learning environments to ensure they are safe and productive. Some programs including PE, and Drama, provided wonderful examples of how motivation and management techniques were utilized to promote positive and safe learning environments. However, data within other programs was more inconsistent as to how these techniques were included within the required curriculum.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Communication Skills		X	

6.1 Syllabi, required course assignment instructions, rubrics, and work sample guidelines all indicate that candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. All perused syllabi noted that standard English and grammar was a requirement for coursework turned in. Syllabi established a high expectation for quality work.

6.2 Observations of student teachers, interviews with cooperating teachers, work samples, portfolios, and other required course assignments indicated that candidates create learning experiences that promote student learning and communication skills. Several observations included instances where the candidate was requiring communication skills from her students and multiple times it was noted that best handwriting be utilized, correct punctuation was required, and/or a proper presentation voice be used.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning		X	

7.1 Perused syllabi, required course work including lesson plans, cooperating teacher surveys and evaluations, and field experience requirements provide evidence that candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

7.2 Work samples, portfolios, observed lesson plans, interviews, and student teacher evaluations indicate that candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. However, it should be noted that candidates in secondary education who take ED 361 for their content methods are allowed to choose between creating a work sample or creating a course calendar and therefore may not have many opportunities to create lesson plans based on knowledge of subject matter, students, the community and curriculum goals prior to student teaching. Interviews indicated that some secondary candidates felt the need for more practice with instructional planning prior to student teaching.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Required course syllabi, required course assignments, and interviews with faculty and candidates indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. However, it should be noted that there was little evidence from syllabi and course requirements that all candidates receive instruction on how to utilize assessment strategies in order to determine teaching effectiveness.

8.2 Perused work samples and portfolios, interviews with cooperating teachers and candidates, lesson plans provided for required course work, and student teaching evaluation forms indicate that candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance. Interviews with cooperating teachers as well and observations found an abundance of both formal and informal assessment strategies being utilized by candidates. However, there was not much evidence provided in observations, interviews and data that indicated that candidates were utilizing this assessment data to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and science of Teaching		X	

9.1 Perusal of required course syllabi, course assignments, lesson plan templates, and scoring rubrics as well as interviews with university faculty and students indicates that candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Candidates are required in several courses to reflect upon their lessons as well as observations, course readings, and in other course assignments.

9.2 Work samples, observed lesson plans, portfolios and interviews with candidates, cooperating teachers, and principals indicate that candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Candidate interviews and work samples provided multiple evidences of reflection upon various teaching situations.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
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10.1 Course assignments, stated expectations from syllabi, as well as interviews with candidates and university faculty indicate that candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being. Several course assignments require candidates to collaborate with each other and the community in order to complete the assignment successfully. Candidates are evaluated on their ability to work with each other.

10.2 Interviews with candidates, cooperating teachers, principals, and clinical supervisors as well as portfolios and work samples reflect that candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Multiple interviews commended the BYU-I candidates in their abilities to take the initiative and in their professionalism.

College/University: BYU Idaho Review Dates: October 10-14, 2011

ECE/ECSE BLENDED

RUBRICS – Blended Early Childhood Education/ Early Childhood Special Education

**Standards-Based State Program Approval
Rubric for Teacher Preparation Programs**

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Early Childhood Blended Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with ECSE teacher candidates, Praxis II scores, and student work samples demonstrate that ECSE candidates have an in-depth understanding of the traditional content areas and children's growth and development, theories and models of early childhood education as well as the comprehensive nature of what constitutes young children's well-being.

1.2 Observing ECSE teacher candidates, analyzing lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to create a balance of developmentally appropriate curriculum activities that helps young students (e.g., typically and atypically developing) successfully apply their skills to different situations and materials.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

2.1 Interviews with practicum candidates, pre-service candidates, cooperating teachers, in conjunction with examining Praxis II scores, and perusing student work samples, provide evidence that teacher candidates demonstrate an adequate understanding of typical and atypical development of young children and the impact of family systems on child development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

3.1 Examining ECSE student work samples, observing practicum and student teaching candidates, besides interviewing cooperating teachers provides evidence that candidates have an adequate understanding of the aspects of medical care for premature development, low birth weight, and other conditions of medically fragile babies, in addition to the concerns and priorities associated with these medical conditions, as well as their implications on child development and family resources.

3.2 Interviewing ECSE student teaching candidates and their cooperating teachers, and checking candidate work samples provide evidence that the candidates demonstrate an adequate ability to locate, access, use, and effectively share information about methods of care for young, medically fragile children who are in need of assistive technology. Some pre-service candidates reported that there was relatively little access to Assistive Technology devices & resources for young children with diverse special needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, interviewing ECSE candidates, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (i.e., schedule, routines, and transitions).

4.2 Observing ECSE practicum and student teaching candidates, analyzing lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and play-based activities) in the learning environment.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Examining ECSE candidate work samples, observing candidates student teaching, and interviews with cooperating teachers provide evidence that ECSE candidates demonstrate an adequate understanding of factors that promote physically and psychologically safe and healthy environments for young children, including the applicable laws, regulations, and procedural safeguards regarding behavior management planning and plan implementation for young children with disabilities.

5.2 Interviewing university supervisors, analyzing ECSE candidate lesson plans and observing ECSE candidates demonstrate that candidates have adequate ability to create an accessible learning environment that promotes opportunities for young children in natural and inclusive settings as well as the ability to embed learning objectives within everyday routines and activities.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.2 Application of Thinking and Communication Skills		X	

6.2 Analyzing candidate lesson plans, and interviewing university supervisors along with ECSE student teacher candidates provide evidence that ECSE candidates demonstrate an appropriate ability to adjust language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with cooperating teachers and ECSE candidates, along with checking candidate work samples provide evidence that ECSE teacher candidates demonstrate a sufficient understanding of recommended professional practice for working with families and children (birth- age 2, ages 3-5, and grades K-3).

7.2 Observing ECSE teacher candidates, examining lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate the necessary ability to provide information about family-oriented services based on the Individualized Family Service Plan (IFSP) and to support transitions across programs for young children and their families.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning			X
8.2 Using and interpreting program and student assessment strategies		X	

8.1 Interviews with ECSE cooperating teachers as well as ECSE candidates completing student teaching, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of the characteristics of young children that affect testing situations and interpretations of results.

8.2 Observing ECSE teacher candidates, examining candidate work samples, and interviewing ECSE cooperating teachers provide evidence that teacher candidates demonstrate an appropriate ability to screen major developmental domains (e.g., social-emotional, cognition) and involve families in relevant ways.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and science of Teaching			X

9.1 Examining Praxis II scores, interviews with ECSE cooperating teachers, and interviewing ECSE candidates provide evidence that teacher candidates demonstrate an adequate understanding of NAEYC Licensure and DEC Personnel Standards.

9.2 Observing ECSE teacher candidates, interviewing Principals and ECDSE cooperating teachers, and interviewing university supervisors provide evidence that teacher candidates demonstrate an in-depth ability to practice behavior congruent with NAEYC Licensure and DEC Personnel Standards.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships			X
10.2 Supporting Students Learning and well-being			X

10.1 Interviews with ECSE cooperating teachers, interviews with Principals, and observing ECSE student teacher candidates provide evidence that teacher candidates demonstrate an in-depth understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics and to advocate for resources for young children and their families.

10.2 Observing ECSE teacher candidates, interviewing Principals, as well as interviewing ECSE cooperating teachers provide evidence that teacher candidates demonstrate an in-depth ability to practice behavior congruent with the NAEYC and DEC Code of Ethics.

Recommended Action on ECE/ECSE Blended

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

ELEMENTARY EDUCATION

RUBRICS – Idaho Elementary Education Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Understanding Subject Matter and structure of the discipline		X	
1.2 Performance: Making Subject Matter Meaningful		X	

1.1 A review of required coursework from the university catalog, required course syllabi, candidate, cooperating teacher, and clinical supervisor surveys, indicate that candidates have adequate knowledge of elementary subject content, and understand the importance of integrated curriculum. In addition, the evidence indicates that candidates understand the relationship

between inquiry and the development of thinking and reasoning. Methods' syllabi, as well as interviews with faculty indicate that candidates are provided with multiple examples of ways to integrate content curriculums within each other. In addition, lesson plans provide examples of candidates utilizing their students' prior knowledge and knowledge from other content areas to further explain current concepts.

1.2 Candidate work samples, mock lesson plans, interviews with cooperating teachers and candidates, as well as survey results indicate that candidates are able to demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application making learning experiences and subject matter meaningful to most students. Interviews as well as observations of candidates provide evidence candidates are able to teach using inquiry and exploration.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge: Understanding Human Development and Learning		X	
2.2 Performance: Provide Opportunities for Development		X	

2.1 Required course syllabi, cohort seminar topics, Praxis II scores and required course assignments indicate that candidates understand how young children and early adolescents learn. Evidence also indicates that candidates understand how literacy and language development influence learning and instructional decisions. Candidates are required to take multiple literacy courses which work together to build upon the knowledge and skill candidates receive in class. In addition, candidate field experiences are integrated within the coursework to allow them to observe, analyze and discuss the development of young children's learning and literacy development. Syllabi goals and objectives and faculty interviews indicate that candidates understand the role of cognition, inquiry and exploration in learning.

2.2 Candidate work samples, portfolios, course assignments, and interviews, as well as observations, surveys, and student teaching evaluations indicate that candidates demonstrate adequate knowledge of how young children and early adolescents learn. Work samples, lesson plans, and observations of student teachers all indicated appropriate content and instructional strategies being used at various times and with various ages of students. Evidence also indicates

that candidates are able to design instruction and provide opportunities for students to learn through inquiry and exploration. Lesson plans were found to indicate opportunities for inquiry and exploration; however no actual observations were made of candidates teaching utilizing these methods.

Recommended Action on Elementary Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

ENGLISH LANGUAGE ARTS

RUBRICS – Idaho English Language Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for English Language Arts Teachers.

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, and perusing course syllabi provide evidence that teacher candidates demonstrate adequate knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

1.2 Interviews with and observing teacher candidates, interviews with supervising teachers and university supervisors, and perusing surveys of candidates completing student teaching provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Perusing course catalog (English and core), interviews with content instructors, reviewing Praxis II scores, and reviewing course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.

2.2 Interviewing teacher candidates, perusing course syllabi (English and core), and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	
4.2 Performance-Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, Praxis II scores, and perusing course offerings and program requirements (English and core) provides evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.

4.2 Interviewing university supervisors and instructors, interviewing teacher candidates, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning		X	

8.2 Performance- Using and interpreting program and student assessment strategies		X	
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8.1 Interviews with cooperating teachers, interviews with teacher candidates, reviewing Praxis II scores, and perusing course catalog course offerings and program requirements (core and English), provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

8.2 Observing student teacher candidates, perusing the Formative Observation of Student Teaching, and interviewing cooperating teachers, provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations). It should be noted that a preponderance of evidence suggests that multiple standards are addressed in primarily one course, English 430.

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge- Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Performance- Developing in the Art and science of Teaching	X		

9.1 Interviews with cooperating teachers, teacher candidates, and course syllabi, and reviewing Praxis II scores, provide evidence that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession. .

9.2 Interviews with teacher candidates and university clinical supervisors provide little or no evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Areas for Improvement:

1. Teacher candidates will benefit from and become more adequately prepared if they recognize the need for and more intentionally participate in professional resources, conferences, and experiences. A rich exposure in journals (as opposed to “articles”), current best practices, joining appropriate state organizations, attending teacher in-services or seminars, etc. These and other “networking” affords critical conversation and collaborations with those in the field. Although BYU-I is not a “research” university, research and its application is an important component in the profession.

Recommended Action on English Language Arts

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

FOREIGN LANGUAGE

RUBRICS – Idaho Foreign Language Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Foreign Language Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an

adequate understanding of state and national foreign language standards, advanced language skills, and target cultures.

1.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Interviews with content instructors, reviewing course syllabi and perusing course catalog (Foreign Language) provide evidence that teacher candidates demonstrate an adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.

2.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge-Understanding of Individual Learning Needs		X	
3.2 Performance-Accommodating Individual Learning Needs		X	

3.1 Interviews with content teachers, reviewing student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

3.2 Interviewing teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that enable students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	
4.2 Performance-Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, perusing course offerings and program requirements and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction.

4.2 Interviewing university supervisors and instructors, interviewing and observing teacher candidates and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills			X
7.2 Instructional Planning			X

7.1 Interviews with professors, cooperating teachers, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and perusing candidate's work samples provide evidence that teacher candidates plan and prepare instruction based upon the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning		X	
8.2 Performance-Using and interpreting program and student assessment strategies		X	

8.1 Interviews with cooperating teachers, interviews with teacher candidates and perusing course catalog offerings and program requirements provide evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

8.2 Observing and interviewing clinical candidates, perusing the Formative Observation of Student Teaching and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge-Interacting with Colleagues, Parents, and Community in Partnerships			X
10.2 Performance-Utilization of community resources.			X

10.1 Interviews with professors, interviewing candidates, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.

10.2 Interviewing clinical partners, candidates, and university supervisors provide evidence that teacher candidates demonstrate an in-depth ability to provide a variety of learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Recommended Action on Foreign Language

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

Health

RUBRICS – Idaho Standards for Health Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, student candidate, and university faculty, Praxis scores, and analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging

students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

1.2 Observing health teacher candidates, analyzing teacher lesson plans, student work, and Praxis scores provide evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Interviews with cooperating teachers, student candidates, and university faculty, reviewing the course catalog, course syllabi, and lesson plans provide evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

5.2 Observing health teacher candidates, analyzing teacher lesson plans, teacher evaluations, and student work provides adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

6.1 Observing health student candidates, interviews with cooperating teachers, university faculty, and student candidates, and analyzing the course catalog and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors.

6.2 Observing health teacher candidates, analyzing student work samples, and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with cooperating teachers, university faculty, and student candidates, analyzing lesson plans and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

7.2 Observing health teacher candidates, analyzing teacher lesson plans, and student work provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

9.1 Interviews with cooperating teachers, university faculty, student candidates, and student alumni, reviewing course catalog and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

9.2 Observing health teacher candidates, teacher evaluations, and interviewing teacher candidates and alumni provide evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Interviews with cooperating teachers, university faculty, and student health candidates, and course catalog and syllabi provide evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

10.2 Observing health teacher candidates, analyzing lesson plans, teacher evaluations and interviewing alumni provide evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health.

Recommended Action on Health Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

MATH

RUBRICS – Idaho Math Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Subject Matter and Structure of Mathematics			X
1.2 Performance: Making Mathematics Meaningful		X	

1.1 Interviews with cooperating teachers, student candidates, and university faculty, Praxis scores, course catalogs, syllabi and lesson plans provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of mathematics, by meeting all of the Knowledge indicators as delineated in the Idaho Standards for Mathematics Teachers.

1.2 Observations of mathematics teacher candidates, analyzing teacher lesson plans, assessments and evaluations provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge: Understanding of Multiple Mathematical Learning Strategies		X	
4.2 Performance: Application of Multiple Learning Strategies		X	

4.1 Cooperating teachers, university faculty and candidate interviews, analyzing lesson plans and syllabus, analyzing student work samples provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards of Mathematics Teachers.

4.2 Observing mathematics teacher candidates, analyzing teacher lesson plans, work samples, and evaluations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.2 Performance: Assessing Students' Mathematical Reasoning.		X	

8.2 Observing mathematics teacher candidates, analyzing teacher lesson plans, student work samples and rubrics provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge: Significant Mathematical Connections		X	
11.2 Performance: Application of Mathematical Connections		X	

11.1 Interviews with cooperating teachers, observation of student candidate, analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrates adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

11.2 Observation of mathematics teacher candidates, analyzing teacher lesson plans and evaluation forms provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Recommended Action on Math Education Program

☒ **X** Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

PHYSICAL EDUCATION

RUBRICS – Idaho Standards for Physical Education Teachers

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with university faculty and student candidates, analyzing course catalog and syllabi, and Praxis scores provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

1.2 Analyzing teacher lesson plans and student work samples, and Praxis scores provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.2 Provide Opportunities for Development		X	

2.2 Analyzing teacher lesson plans, syllabi and course catalog, and interviewing university supervisors and student candidates provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

Standard 3: Modifying instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse

Element	Unacceptable	Acceptable	Target
3.2 Accommodating Individual Learning Needs		X	

3.2 Analyzing teacher lesson plans, intervention plans, syllabi, and course catalog provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Interviews with cooperating teachers and student candidates, analyzing course syllabi, course catalog, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

5.2 Analyzing teacher lesson plans, peer and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with university faculty and teacher candidates, analyzing course catalog and syllabi, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

7.2 Analyzing student work samples, test scores, and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Interviews with university supervisors and teacher candidates, analyzing course syllabi, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

8.2 Analyzing lesson plans, teacher evaluations, test scores, and student work provide evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Interviews with cooperating teachers, university supervisors, and student candidates, peer and teacher evaluations, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding that their personal physical fitness and activity levels may impact teaching and student motivation.

Standard 11: Safety – The teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety		X	
11.2 Creating a Safe Learning Environment		X	

11.1 Interviews with cooperating teachers, university faculty, and student candidates, course catalog and syllabi, peer and teacher evaluations provide evidence that teacher candidates demonstrate an adequate understanding of CPR, First aid, and factors that influence safety in physical education activity settings and supervision and response required.

11.2 Analyzing teacher lesson plans, peer and teacher evaluations, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action on Physical Education

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

PTE FOUNDATION STANDARDS

RUBRICS – Idaho Professional-Technical Education Teacher Standards

**Standards-Based State Program Approval
Rubric for Teacher Preparation Programs**

Candidate Performance Relative to the Idaho Standards

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Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of FACS programs of study, artifacts, student samples, interviews with cooperating teachers and Praxis II scores provide evidence that teacher candidates demonstrate an adequate

understanding of the importance of engaging students in content development; and the role the work-community and families play in shaping the professional-technical discipline.

1.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to use materials and resources to contextualize instruction and curriculum to support instructional goals; use learning activities that are consistent with curriculum goals and reflect principles of effective instruction; integrate student organization leadership development concepts into the curriculum; and provide students with exposure to the work community through work-place experiences.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

4.1 Interviews with FACS cooperating teachers, student samples, review of artifacts, evidence of use of software and technology such as “My Plate”, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to integrate general and professional-technical content.

4.2 Interviewing FACS teacher candidates, interviewing university supervisors, and analyzing course syllabi provide evidence that teacher candidates demonstrate an adequate ability to integrate general and professional-technical content.

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with FACS cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place.

7.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction based upon consideration of students' needs, work place needs, and community contexts.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment strategies		X	

8.1 Interviews with FACS cooperating teachers, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate an understanding of how to use formal and informal assessment strategies about student progress to evaluate work-readiness.

8.2 Interviewing FACS teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates use and interpret formal and informal assessment data from recent graduates and employers to modify curriculum, instruction, and the program.

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.2 Developing in the Art and Science of Teaching		X	

9.2 Interviewing FACS teacher candidates, interviewing university faculty, reviewing sample long-range plans provide evidence that teacher candidates demonstrate an adequate ability to develop a professional development plan and evaluate educational and occupational professionalism.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships		X	

10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
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10.1 Review of FACS faculty professional development plans, student service activities, and involvement in the FCS Society (soon to be AAFCS) provide evidence that teacher candidates understand of how to utilize the employment community to validate occupational skills and interact effectively with colleagues and other stakeholders.

10.2 Interviewing FACS teacher candidates, interviewing faculty, discussing the activities of FCS provide evidence that teacher candidates utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders.

Principle 11: Learning Environment – The teacher creates and manages a safe and productive learning environment.

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
11.1 Knowledge-Create and Manage a Safe and Productive Learning Environment.		X	
11.2 Performance-Create and Manage a Safe and Productive Learning Environment.			X

11.1 Review of the FACS syllabi, interviews with candidates, faculty, and work samples provide evidence that teacher candidates have an adequate ability to create and manage a safe and productive learning environment.

11.2 Observing FACS teacher candidates, interviewing teacher candidates and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an in-depth ability to provide safety and productivity that are integrated into every strand of instruction.

Principle 12: Workplace Preparation—The teacher prepares students to meet the competing demands and responsibilities of the workplace.

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
12.1 Competing Demands and Responsibilities of the Workplace.		X	
12.2 Competing Demands of Balancing Work and Personal Life.		X	

12.1 Review of FACS artifacts, student samples, interviews with candidates and faculty provide evidence that teacher candidates have an adequate knowledge of how to prepare students to meet the competing demands and responsibilities of the workplace.

12.2 Observing FACS teacher candidates, interviewing cooperating teachers, and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to teach about how to manage the competing demands of balancing work and personal life.

Recommended Action on Professional Technical Education

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

FAMILY AND CONSUMER SCIENCES

RUBRICS – Idaho Standards for Family and Consumer Sciences Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of course requirements, interviews with cooperating teachers, and Praxis II scores provide evidence that teacher candidates have adequate knowledge of the significance of family and its impact on the well-being of individuals and society, and the resources associated with proper housing, nutrition, clothing and wellness.

1.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing coordinating teachers and analyzing candidate lesson plans provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students; and, evidence that teacher candidates demonstrate adequate knowledge of the significance of family and its impact on the well-being of individuals and society, and the resources associated with proper housing, nutrition, clothing and wellness.

Recommended Action on Family Consumer Sciences

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

SCIENCES

RUBRICS – Idaho Foundation Standards for Science Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/principles set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Science		X	
1.2 Performance-Making Science Meaningful		X	

1.1 Evaluation of the required courses, examination of representative candidate and student teacher transcripts, review of the syllabi, performance on Praxis II exams and interviews with faculty and candidates provide evidence that teacher candidates demonstrate an adequate understanding of their science content and how to articulate the importance of engaging in the process of science.

1.2 Observation of Student Teachers, review of teaching observation reports and interviews with candidates, student teachers and alumni of the program provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Evidence was marginal in the case of physics and even weaker in chemistry. There was only one student teacher to observe in physics and she was working in a middle school teaching physical science. There were no student teachers or alumni to observe or interview in chemistry. The institution can improve their case by presenting student work in the form of lesson plans and teaching portfolios.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	

2.2 Performance- Provide Opportunities for Development	X		
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2.1 Review of the syllabi, interviews with faculty and candidates and review of student transcripts provide evidence that basic understanding of human development and learning comes from the core education courses, particularly Ed 304 and 361. Specific understanding of the conceptions students are likely to bring to class that can interfere with learning the science comes from science inquiry and methods courses, in particular Phys 311 and 411 and the methods courses taught in each content department.

2.2 Observation of a few Student Teachers and interviews with their Cooperating Teachers, and student reflections provided by biology suggest that teacher candidates probably demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science. In general, however, the lack of work evidence specific to science candidates in the core Education courses or in content courses like inquiry or methods provide little or no evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge- Understanding Multiple Learning Strategies		X	
4.2 Performance- Application of Multiple Learning Strategies		X	

4.1 Interviews with candidates, alumni, perusing course syllabi and interviews with faculty and department chairs provides evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

4.2 Observation and interviews with student teachers, interviews with cooperating teachers and perusing student teaching evaluations provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking,

problem solving and performance skills. This assessment is somewhat speculative. It required too much dependence on anecdotal support. Increased documentation from chemistry and physics on candidates in the science education majors is necessary for a more confident assessment

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge-Communication Skills			X
6.2 Application of Thinking and Communication Skills	X		

6.1 Review of the curriculum, student work and presentations, evaluation of course syllabi and interviews with faculty and candidates provide evidence that teacher candidates demonstrate an in-depth knowledge of how to create and make appropriate use of forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific diagrams, scientific posters, and multimedia presentations).

6.2 Outside of biology, there was little or no evidence presented that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). There was one interview with a physics alum that indicated use of new media in science classrooms but one piece of evidence is anecdotal.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.2 Developing in the Art and Science of Teaching		X	
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9.1 Review of the syllabi of inquiry and methods courses, interviews with faculty, candidates and alumni, and research activity into educational research program provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

9.2 Student teacher observation, interviews with cooperating teachers and candidate work product provide evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge-Creating a Safe Learning Environment		X	

11.1 Student teacher observation, cooperating teacher interviews and alumni interviews and the required curriculum provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge-Understanding of Laboratory and Field Experiences		X	
12.1 Performance-Effective Use of Laboratory and Field Experiences		X	

12.1 Content Area (Geology 405, Biology 403, Physics 311 & 411) Teaching Methods course syllabi, course schedules, candidate and faculty interviews indicate a heavy emphasis on laboratory and field activities demonstrating an adequate ability to explain the importance of laboratory and field activities in the learning of science.

12.2 Candidate produced lab demonstrations, candidate, completer and cooperating teacher interviews, as well as candidate observations provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Area for Improvement:

Documentation of activities and work product from the education and content courses can effectively supplement the sparse number of observations that are possible with current number of student teachers and alumni.

The curriculum is clearly rich in teaching candidates to communicate effectively as scientists but there needs to be evidence that it is practiced in ways that teach others. Evidence in the form of lesson plans, activity plans, practice lessons, modeling labs or the development of educational media would be welcomed.

Recommended Action on Science Foundation

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Biology		X	
1.2 Performance-Making Biology Meaningful		X	

1.1 Review of Praxis reports indicate that BYUUI Biology candidate's average scores are slightly above state and national averages. Interviews with faculty, cooperating teachers and alumni confirm that candidates are adequately prepared to teach in their content area. It is unclear if candidates earning minors in Biology are equally prepared, as no disaggregated data was available for analysis. Review of syllabi and materials used to advise candidates of required courses are in aligned to state content standards, and provided further evidence that teacher candidates demonstrate adequate understanding of biology content and the nature of biological knowledge.

1.2 Rich evidence of meeting the performance standards were found in BIO 405. Lesson planning for labs and teaching units combined with feedback from peers, faculty and candidate self-reflection indicate that teacher candidates demonstrate an ability to create learning experiences that make the concepts of biology meaningful to students. Use of learning activities, including laboratory and field activities, are consistent with curriculum goals and reflect principles of effective instruction. This area is close to target based upon review of documentation from BIO 405 and interview with the faculty member responsible for that course. Other evidence of adequate candidate performance was found through interviews with cooperating teachers, building administrators and university supervisors. Student teaching evaluation reports provided little detailed evidence, but appear to support candidate's having adequate levels of performance.

Recommended Action on Biology Teacher Program

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		X	
1.2 Performance- Making Chemistry Meaningful	X		

1.1 Scores of standardized ACS exams, Praxis II scores, the curriculum of required courses and associated grade achievement and student transcripts provide evidence that teacher candidates demonstrate adequate knowledge and understanding of high school level chemistry, up to and including general chemistry, quantitative analysis, introductory organic chemistry, quantum chemistry and physical spectroscopy.

1.2 Overall, there is little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals. There was little evidence that teacher candidates use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. There were no student teachers to observe and only two candidates in chemistry who were interviewed. They both were at a very early stage of education, with only one year of chemistry and one introductory level education course. There were no lesson plans found and no alumni that could be reached for interview. The Methods course in Chemistry is offered only as needed, which is infrequently. Faculty indicated the number reported in the program (14 majors) is greatly inflated and review of transcripts supports the claim. Content faculty claimed there are closer to 5 majors who have taken a year of chemistry and the others have not yet started content coursework. Chemistry faculty claim there is no mechanism by which Chem Education Minors can be identified within that department so there is no tracking of progress or support of their success. There were no artifacts supplied by the institution that related to Chem Education Minors so it is difficult to assess the effectiveness of the minor in chemistry.

Areas for Improvement:

Areas for improvement are mainly in terms of documentation and support of teacher candidates with a major or minor in chemistry education. Details are indicated in the comments above. There is little doubt the few teacher candidates who move through the program receive the information and practice needed to succeed in chemistry education. The program is excellent.

Review of the program will be facilitated by more emphasis on documentation supporting teacher preparation and record-keeping. Comments from candidates indicate that more support for teacher preparation in the content department is also important for teacher candidate retention.

Recommended Action on Chemistry

☐ Approved
☒ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

Principle 1: Knowledge of Earth and Space Science - The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Earth and Space Science		X	
1.2 Making Earth and Space Science Meaningful		X	

1.1 Review of BYU Idaho 2010-11 catalog course descriptions, syllabi, class schedules, lab activities, and interviews with candidates and completers show a clear correlation to the Earth and Space Science Teacher standards. Interviews with Geology faculty confirm that state standards are forefront in course planning and delivery. Higher than average Praxis II exam scores indicate that candidates have attained the appropriate knowledge outlined in state standards. However, it is unclear if candidates earning minors in Earth Science education are equally prepared, as no disaggregated data was available for analysis.

1.2 Observation of candidate student teaching, cooperating teacher interviews, and lesson plan and lab activity review provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students. Candidate interviews further indicate their appropriate use of materials and resources to support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. A greater emphasis on the collection and documentation of candidate work samples, candidate lesson planning, student teaching evaluation, and self-reflections would greatly enhance the evidence of what candidates know and are able to do.

Recommended Action on Earth and Space Science Education

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Physics		X	
1.2 Performance-Making Physics Meaningful		X	

1.1 Evidence is presented in the required major and minor curricula, course syllabi, student work and exams, Praxis scores and checking student transcripts that teacher candidates demonstrate an adequate understanding of physics content. It is unclear that physics minors perform at similar levels due to a lack of data on that subpopulation.

1.2 Interviewing teacher candidates and observing a student teacher, interviewing faculty and alumni provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations , that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Physics Education

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

SOCIAL STUDIES

RUBRICS – Idaho Standards for Social Studies

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge- Understanding Subject Matter		X	
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 Praxis II scores, interviews with university faculty, analysis of course content, interviews with cooperating teachers, and interviews with candidates provide evidence that teacher candidates demonstrate adequate knowledge and understanding of their disciplines and the ways new knowledge in social studies is discovered; the ways governments and societies have changed over time; and the impact that certain factors have on historical processes.

1.2 Observing social studies teacher candidates, role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States, work samples of teacher candidates, and interviews with university faculty and cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to create focused learning opportunities, encourage and guide investigation of governments and cultures.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Interviews with cooperating teachers, Praxis II scores, student work samples, and interviews with faculty provide evidence that teacher candidates demonstrate adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

2.2 Observing teacher candidates, teacher lesson plans, and interviews with cooperating teachers provide evidence that teacher candidates provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Recommended Action on Social Studies Foundational Standards

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Economics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Interviews with cooperating teachers, Praxis II scores, interviews with university faculty, interviews with candidate teachers, and interviews with alumni, provide evidence that teacher candidates demonstrate an adequate understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

1.2 Interviews with university faculty, interviews with cooperating teachers, interviews with teacher candidates, and interviews with alumni provide evidence that teacher candidates demonstrate an adequate ability to engage students in the application of economic concepts.

Recommended Action on Economics Teachers

 X Approved
 Approved Conditionally
 Not Approved

Idaho Standards for Geography Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, student work samples, and interviews with teacher candidates provide evidence that teacher candidates demonstrate an adequate understanding of the spatial organization of peoples, places, and environments; human and physical characteristics of places and regions; the physical processes that shape and change the patterns of earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect humans; and the characteristics and functions of maps, globes, photographs, satellite images, and models.

1.2 Interviews with teacher candidates, teacher lesson plans, interviews with university faculty, interviews with clinical supervisors, and interviews with alumni provide evidence that teacher candidates demonstrate an adequate ability to use present and past events to interpret political, physical, and cultural patterns; instruct students in the earth's dynamic physical systems and their impact on humans; relate population dynamics and distribution to physical, cultural, historical, economic, and political circumstances; and relate the earth's physical systems and varied patterns of human activity to world environmental issues.

Recommended Action on Geography Teachers

☒ **X** Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Government and Civics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, interviews with university faculty and student work samples provide evidence that teacher candidates demonstrate an adequate understanding the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States’ .role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

1.2 Observing teacher candidates, teacher lesson plans, interviews with university faculty, and interviews with clinical supervisors provide evidence that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Recommended Action on Government and Civics Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for History Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, interviews with candidate teachers, Praxis II scores, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

1.2 Observing teacher candidates, teacher lesson plans, and interviews clinical supervisors, and interviews with university faculty provide evidence that teacher candidates provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the multiple social issues into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to demonstrate an adequate ability to continuity and change across time.

Recommended Action on History Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

VISUAL & PERFORMING ARTS

RUBRICS – Idaho Visual/Performing Arts Teacher Foundation Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/Standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Visual/Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Examining teacher candidate portfolios and art work samples, Praxis II scores and interviews with university faculty, provide evidence that the teacher candidates demonstrate an adequate understanding of the formal, expressive and aesthetic qualities of the visual arts; a variety of media styles and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

1.2 Observing teacher candidates in the process of creating, viewing teacher candidate project displays, and examining teacher candidate portfolio samples shows evidence that the teacher candidates demonstrate an adequate ability to help students create, understand, and participate in

the traditional popular, folk and contemporary arts that are relevant to the students interests and experiences. Viewing video samples of university faculty-to-teacher candidates and teacher candidate self-critiques; and observing teacher candidate-led visiting-student art gallery critique session demonstrates teacher candidates ability to instruct students in interpreting and judging their own artwork, as well as the work of others.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Classroom Motivation and Management Skills		X	
4.2 Application of multiple instructional strategies		X	

4.1 Observing a faculty-led kinesthetic drama experience, observing a faculty sculpture demonstration and reading through catalog course descriptions and course syllabi provides evidence that teacher candidates gain adequate knowledge of how to integrate kinesthetic learning into arts instructions.

4.2 Observing visual art and drama teacher candidates in the process of creating, and examining teacher candidate lesson plans and portfolios provides evidence that teacher candidates demonstrate an ability to use variety of instructional strategies that integrate kinesthetic learning into arts instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

6.1 Reading teacher candidate portfolios, interviewing visual arts faculty and observing faculty classes that are in sync with the visual arts mission and guiding principles statements provides evidence that teacher candidates gain adequate knowledge of multiple communication techniques.

6.2 Viewing teacher candidates video samples, observing teacher candidates physically creating works of art using various media and observing teacher candidates verbally communicating in classes about what and how while they are creating their art provides evidence that teacher candidates demonstrate an adequate ability to use multiple communication techniques simultaneously in the arts classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning Skills		X	

7.1 Viewing teacher candidate portfolios, interviews with faculty, and analyzing course sequence and course syllabi demonstrates adequate knowledge that the processes and tools necessary for the communication of ideas in the arts are sequential, holistic and cumulative.

7.2 Analyzing teacher candidate portfolios, reading teacher candidates lesson plans and portfolios, interviewing teacher candidates and practicing students teachers provides evidence that teacher candidates plan, prepare and deliver instructional activities that are sequential, holistic and cumulative and facilitate students' ability to communicate through the visual arts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	

8.2 Using and interpreting program and student assessment strategies		X	
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8.1 Interviews with faculty, observing faculty-student candidate interactions, viewing video samples of teacher-to-student critiques and reading samples of teacher candidate critiques of their own work provides evidence that teacher candidates demonstrate adequate knowledge of how to assess students' learning and creative processes as well as finished products.

8.2 Viewing video samples of teacher candidates in the process of critiquing others' work, reading samples of teacher candidates reflections on their own work, interviewing teacher candidates preparing for a theatrical performance, and viewing displays of student artworks provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to display their own art, perform in all aspects of a theatrical performance and assess and reflect on what they know and can do as artists.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.2 Developing in the Art and science of Teaching		X	

9.2 Interviewing teacher candidates, viewing student displays and observing students participating in the planning and creation of a theatrical performance provides evidence that teacher candidates demonstrate an ability to make personal contributions to the visual and performing arts. Teacher candidates are aware of the benefits as student-members of the national fine arts associations but have limited knowledge of the state resources available.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Interviews with practicing student teachers and teacher candidates, observing a teacher candidate-led gallery critique experience for students, and viewing teacher candidate generated posters and flyers for arts based events provides evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

10.2 Observing students participating in the planning and creation of a theatrical performance, viewing a teacher candidate visual arts display and interviews with faculty provides evidence that teacher candidates have adequate knowledge to promote the arts within their school and their community.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge-Safe learning environment		X	
11.2 Knowledge-Safe learning environment		X	

11.1 Interviews with faculty, observing classroom facilities and observing teacher candidates provides evidence that teacher candidates have the adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom and to operate/manage performance and/or exhibit technologies safely.

11.2 Observing teacher candidates create and perform tasks within their classroom environments, reading teacher candidate portfolio and lesson plans, and interviewing teacher candidates within their creative environments provides evidence that teacher candidates demonstrate an adequate ability to manage the simultaneous daily activities associated with arts-based activities, to instruct students of safety procedures when using art various media, to organize a safe classroom and to show diligence when interacting in an arts environment.

Recommended Action on Visual and Performing Arts

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

DRAMA

RUBRICS – Idaho Standards for Drama Teacher

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	
1.2 Performance Making Subject Matter Meaningful		X	

1.1 Interviews with teacher candidates, examining faculty syllabi, analyzing the Theatre and Speech degree requirements, viewing teacher candidate work samples, and viewing examples of teacher candidate theatrical set designs provides evidence that teacher candidates adequately understand the history of theatre as a form of entertainment and as a societal influence; the basic

theories and process of play writing and production, the history of and process of acting; and the elements and purpose of design.

1.2 Observing teacher candidates participating in the planning and creation of a theatrical performance, observing teacher candidates participating in class activities, viewing poster examples of past, current and future planned productions, and viewing a sample of teacher candidates performances provides evidence that teacher candidates have adequate ability to incorporate various styles of acting and production techniques to communicate the ideas of actors, playwrights and directors. Evidence also showed that teacher candidates demonstrated the ability to model and teach the values and ethical principles associated with the performing arts and showed their ability to perform individual interpretation of character, design, and other elements inherent to theater.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge- Safe learning environment		X	
11.2 Performance- Safe learning environment		X	

11.1 Interviews with faculty, observing teacher candidates participating in the planning and creation of a theatrical performance, observing the stage, back stage and set design facilities and reviewing teacher candidate work samples provide evidence that teacher candidates have adequate knowledge to operate and maintain the theatre facility and equipment and to operate/manage a performance and/or to exhibit technologies safely, however there was no evidence that state and OSHA standards were introduced to teacher candidates or posted in work areas.

11.2 Observing teacher candidates build a theatrical set, operate and work on crosswalks to set the lighting for a performance and listening to teacher candidate interactions with faculty provide evidence that teacher candidates have adequate ability to operate and maintain the theatre facility and equipment and operate equipment for and manage all aspects of a performance. However there was no evidence that teacher candidates adhered to state and OSHA standards.

Recommended Action on Drama

☒ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: BYU Idaho Review Dates: October 10-14, 2011

VISUAL ARTS

RUBRICS – Idaho Visual Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards/Standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Visual/Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for student.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Examining teacher candidate portfolios and art work samples, Praxis II scores, and interviews with university faculty, provide evidence that the teacher candidates demonstrate an adequate understanding of the formal, expressive and aesthetic qualities of the visual arts; a variety of media styles and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

1.2 Observing teacher candidates in the process of creating, viewing teacher candidate project displays, viewing video samples of university faculty-to-teacher candidate critiques and teacher candidate-self critiques; and examining teacher candidate portfolio samples shows evidence that the teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instruct students in the historical and contemporary meanings of visual culture.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Classroom Motivation and Management Skills		X	

4.1 Interviews with faculty, interviews with practicing student teachers, and observing teacher candidates interacting with faculty and peers within a classroom environment and observing teacher candidates interacting with students provides evidence that the teacher candidates have an adequate knowledge of how to create an instructional environment that is physically, emotionally and intellectually safe however there is little evidence that teacher candidates adequately differentiate their lessons to meet the needs of diverse student populations.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners			X
9.2 Developing in the Art and Science of Teaching		X	

9.1 Interviewing faculty, interviewing teacher candidates and analyzing student work provides evidence that teacher candidates have in-depth knowledge of how to express his/her own feelings and values through the meaningful creating of his/her own artwork.

9.2 Observing teacher candidates in studio settings, viewing teacher candidate displays and viewing video samples of teacher candidate self-critiques provides evidence that teacher candidates demonstrate adequate studio skills and an adequate understanding of their own art making processes.

Recommended Action on Visual Arts

☒ Approved
☐ Approved Conditionally
☐ Not Approved

List of Interviews

Program Candidates	Program Completers/ Alumni	Faculty	Administration	Cooperating Teachers
Casey Golledge	Gregg Baczule	Sean Cannon		Travis Mitchell
Scott	Luke McCord	Gary Marshall	Brent Nelson	Ron Piper
Michael Steele	Adam Pinquel	Edwin A. Sexton	Bob Potter	Craig Sheehy
Andrew Hansen	Bill Storn	Rick Robbins	Doug McClaren	Janice Olsen
James Lauritsen		Marcia McManus	President Clark	Karly Bingham
Shane Keller		Dave Magleby	Larry Thurgood	Joann Clark
Devin Bickmore		Sandro Benitez	Ralph Kern	Wendy Meacham
Sandra Depew		Chris Wilson	Dean Cloward	Leeann Mitchell
Tennison Draney		Brian E. Felt	Kevin Stanger	Ryan Dunnells
Collette Maki		John J. Ivers	Fenton Broadhead	Paul McCarty
Spencer Wilcoxson		Jonathan Green		Julie Griggs
Matt Spencer		Scott Galer		Zairrick Wadsworth
James Schlegelmilch		Alan Taylor		Sharon Gustaveson
Brittney Welch		Lei Shen		Lori Baldwin
Johanna Hughes		Kirk Widdison		Mike Oliver
Kristina Arellano		James Lauritsen		Kim Bekkedahl
Todd Hale		Sheree Keller		Cory Woolstenhulme
Danielle Moore		Dean Cloward		
Erica Hunt		Joyce Anderson		
Talia Keller		Jillisa Cranmer		
Merinda Weston		Kevin Stanger		
Megan McLaughlin		Callie Thacker		
Karen Trevino		Suzette Gee		
Erin Densley		Kendell Grant		
Jenna Harding		Richard J. Clifford		
Chynna Hansen		Roger Merrill		
Cami Smith		Deanna Hovey		
Janelle Flake		JoAnn Kay		
Bryce Andrews		Jillisa Cranmer		
Valerie Jones		David Allen		
Samuel Head		VJ Lammons		
Katie Ludlow		Steve Dennis		
Rachel Johnson		Lary Duque		
Matt Allen		Bryan Pyper		

**Idaho State Department of Education
Council for the Accreditation of Educator Preparation (CAEP) State Team**

Site Visit Report

Brigham Young University-Idaho
Department of Education
October 24-26, 2018

CAEP Team Members:

Dr. Dan Campbell
Ms. Amy Cox
Dr. LoriAnn Sanchez
Dr. Carrie Semmelroth
Dr. Heather Van Mullem

State Consultants:

Lisa Colon-Durham
Katie Mathias

Standard 1. CONTENT AND PEDAGOGICAL KNOWLEDGE

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
EPP needs to provide teacher observation data that is disaggregated when looking at the specific breakdown of Danielson sub domains along with candidate disposition data prior to student teaching.	Evidence partially verified. EPP provided disaggregated Danielson sub domain data. EPP did not provide candidate disposition data prior to student teaching.
EPP needs to provide completed feedback forms for each program representing levels of performance with instructor and/or mentor feedback. EPP also needs to provide completer/candidate work samples from each program representing all levels of performance with mentor/instructor feedback.	Evidence partially verified. EPP provided evidence found in the evidence room of completer/candidate work samples from programs with mentor and instructor feedback. EPP partially provided completed feedback forms (only from ELED, SPED, ECSE).
EPP needs to provide artifacts that support analysis of data by specialty licensure area.	Evidence not verified.

2. Summary regarding completeness and accuracy of evidence related to Standard 1:

Through its initial and revised self-study reports (SSR), responses to subsequent requests for additional data and on-site interviews, the EPP makes a case demonstrating that candidates develop a deep understand of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibility to advance the learning of all students toward attainment of college and career readiness standards. The quality of candidates is a continuing and purposeful part of the EPP's responsibility through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider further makes a case by addressing all components of Standard 1 that development of the candidate is the goal of educator preparation in all phases of their program.

The EPP provided data on its various programs in the form of Praxis and Danielson information. The data was disaggregated by specialty licensure area. However, the EPP stated that there is little to no analysis used from this data to drive instruction or change.

The general rules for Standard 1 in CAEP are as follows:

1. All data must be disaggregated by specialty licensure area for Standard 1.
2. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data from the original assessment should be submitted.
3. Cycles of data must be sequential and be the latest available.
4. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
5. All components must be addressed in the self-study.
6. Evidence from Standard 1 is cited in support of continuous improvement and part of an overall system of review (Standard 5).
7. There are no required components for Standard 1.

Overall, the EPP, based on its provided data and using the CAEP Visitor Team Evaluation Rubric (2016) did not provide sufficient evidence demonstrating that it had met the General Rules for Standard 1. The main portions of Standard 1 general rules that were not met were as follows:

- The EPP provided Praxis and Danielson data that was disaggregated by specialty licensure area, however, only a partial attempt was made to interpret/analyze the data/evidence.
- The EPP has not provided evidence that EPP-created assessments are scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
- Insufficient evidence from Standard 1 is cited in support of continuous improvement and part of an overall system of review (Standard 5).

Below you will find an analysis of the evidence presented broken down by individual component.

Component 1.1: In order for this component to be met using the CAEP evaluation rubric the following criteria must be at CAEP sufficient levels.

- All four of the InTASC categories are addressed with multiple indicators across the four categories.
 - The EPP addressed at four of the InTASC categories in the SSR
- Multiple indicators/measures specific to application of content knowledge in clinical settings are identified with performance at or above the acceptable level on rubric indicators.
 - The EPP provided Praxis scores, and course descriptions as indicators of applications of content knowledge. The EPP interpretations are supported by evidence from two data/evidence sets.
- Analysis of data/evidence includes identification of trends/patterns, comparisons, and/or differences.

- Evidence was presented with 3-year trends using Danielson and Praxis scores, but analysis that includes identification of trends/patterns, comparisons and differences was not provided.
- Data/evidences supports interpretations and conclusions.
 - EPP provided data evidence without interpretations and conclusions.
- Class average at or above acceptable levels on the EPP scoring guide indicators specific to the four categories of InTASC Standards.
 - EPP provided data/evidence presented do not align with indictors.
- If applicable, providers demonstrate that candidate performance is comparable to non-candidate performance in the same courses or majors.
 - EPP program structure is such that these criteria are not applicable.
- Specialty licensure area performance indicates competency and is benchmarked against the average licensure area performance of other providers (comparisons are made with scaled scores and/or state/national data when available).
 - EPP provided Praxis data disaggregated by specialty licensure area shows competency when compared to national data.

Component 1.2: In order for this component to be met using the CAEP evaluation rubric the following criteria must be at CAEP sufficient levels.

- Data/evidence documents effective candidate use of research and evidence for planning, implementing and evaluation P-12 students' progress, with performance at or above acceptable level on rubric indicators.
 - EPP provides multiple sources of documentation that support these criteria through candidate lesson plans, evaluations, reflections, rubrics and completed mentor feedback forms.
- Data/evidence document effective candidate use of data to reflect on teaching effectiveness and their own professional practice with performance at or above the acceptable level on rubric indicators.
 - EPP provides multiple sources of documentation that support these criteria through candidate lesson plans, evaluations, reflections, rubrics and IPLPs.
- Data/evidence document effective candidate use of data to assess P-12 student progress and to modify instruction based on student data (data literacy), with performance at or above acceptable level on rubric indicators.
 - EPP provides multiple sources of documentation that support these criteria through candidate lesson plans, evaluations, reflections and rubrics.

Component 1.3: In order for this component to be met using the CAEP evaluation rubric the following criteria must be at CAEP sufficient levels.

- The provider presents at least one source of evidence that candidates apply content and pedagogical knowledge at specialty licensure area levels (SPA or state reports, disaggregated specialty licensure area data, NBCT actions, etc.).
 - EPP provides evidence that candidates are exposed to content and pedagogical knowledge, however there is no application of either. The EPP provides charts and tables that show how standards apply to each class offered.
- A majority (51% or above) of SPA program reports have achieved National Recognition.
 - Not applicable
- OR documentation is provided on periodic state review of program level outcome data.
 - Not applicable
- Answers specific to specialty licensure area questions are complete and supported by an analysis and accurate interpretation of specialty licensure area data.
 - Answers to specific specialty licensure areas questions are incomplete and provide no analysis of data.
- The providers make comparisons and identifies trends across specialty licensure areas based on data.
 - EPP did not provide evidence to support this.
- Assessments submitted for the Program Review with Feedback option are at the minimal level of sufficiency.
 - EPP did not provide evidence to support this.

Component 1.4:

- Multiple indicators/measures specific to evaluating proficiencies for college- and career- readiness are scored at or above the EPP scoring guide indicators at the minimal level of sufficiency (acceptable level):
 - EPP provided evidence through candidate lesson plans that candidates are using and understand CCSS when planning.
 - candidates' ability to provide effective instruction for all students (differentiation of instruction).

EPP evidence show candidate knowledge of differentiation, however there is partial application of differentiation for P-12 learners as shown through candidate lesson plans.
 - candidates' ability to have students apply knowledge to solve problems and think critically.

EPP evidence show candidate knowledge of problem solving and critical thinking, however there is partial application for P-12 learners as shown through candidate lesson plans.

- candidates' ability to include cross-discipline learning experiences and to teach for transfer of skills.
No or only two indicators of candidate's ability to include cross-discipline learning experiences and to teach for transfer of skills.
- candidates' ability to design and implement learning experiences that require collaboration and communication skills.
EPP evidence show candidate knowledge of collaboration and communication skills, however there is partial application for P-12 learners as shown through candidate lesson plans.

Component 1.5

- Exiting candidates model and apply technology standards (e.g., ISTE) in coursework and clinical experiences.
 - No or only partial evidence specific to technology standards in coursework and/or clinical experience.
- Candidates demonstrate knowledge and skill proficiencies including accessing databases, digital media, and/or electronic sources with performance at or above the acceptable level on rubric indicators.
 - No or only partial evidence specific to demonstrated proficiencies in the use of technology.
- Candidates demonstrate the ability to design and facilitate digital learning with performance at or above the acceptable level on rubric indicators.
 - No or only partial evidence provided on candidates' ability to design and facilitate digital learning.
- Candidates demonstrate the ability to track and share student performance data digitally with performance at or above the acceptable level on rubric indicators.
 - No or partial evidence provided on candidates' ability to track and share student performance digitally.

a. Analysis of Program-Level Data

The evidence referenced below is the same for both consistently and inconsistently meeting evidence sufficiency. It is listed in both categories because much of the information provided in consistent, however, it lacks analysis on how it is used by the EPP to drive decision making and change.

b. Evidence that is consistent with meeting the standard

- Praxis data
- Danielson Framework Data
- Candidate Lesson Plans
- Supervisor and Mentor feedback forms
- Candidate reflections and rubric
- Interview with cooperating principals and superintendents
- Interviews with faculty

- c. Evidence that is inconsistent with meeting the standard
- Praxis data
 - Danielson Framework Data
 - Candidate Lesson Plans
 - Interview with cooperating principals and superintendents
 - Interviews with faculty

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
(1.4) There is limited or no evidence on college or career readiness levels of instruction.	Below acceptable levels for evidence.

Standard 2. CLINICAL PARTNERSHIPS AND PRACTICE

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
Use of technology by candidates or students to enhance learning, track progress, and assess growth.	<p>Evidence partially verified.</p> <p>On-site interviews indicated candidates are required to complete one assignment/project prior to their student teaching experience to enhance learning. On-site evidence provided indicated the following:</p> <ol style="list-style-type: none">1. The Math program evaluates candidates' integration of technology into lesson plans in (3) courses. Analysis of candidate scores across the program not provided.2. Family and Consumer Sciences, World Languages, and Music require candidates to use technology for assignments. However, the assignments listed do not provide

	<p>evidence of candidates' ability to enhance learning, track progress, and assess student growth.</p> <p>3. Elementary Education and Early Childhood Special Education candidates complete an assignment in ED 443 that asks them to utilize technology to enhance learning. Analysis of candidate scores across program not provided.</p> <p>4. Elementary Education, Early Childhood Special Education, and Special Education candidates complete an assignment in ED 344 that asks them to utilize technology to track progress. Analysis of candidate scores across program was not provided.</p> <p>5. Elementary Education, Early Childhood Special Education, and Special Education candidates complete an assignment in SPED 424 that asks them to utilize technology to assess student growth. Analysis of candidate scores across program not provided.</p> <p>A description of an assignment completed by Secondary candidates in ED 361 was provided but did not address how technology was used to enhance learning. A description of an assignment completed by Secondary candidates in ED 461 was provided but did not address how technology was used to track progress.</p>
Assessment of clinical experiences using performance-based criteria.	<p>Evidence partially verified.</p> <p>3 cycles of data were provided for candidate performance during the student teaching experience. Analysis of candidate scores not provided.</p>
Formal assessment of candidate progress.	<p>Evidence partially verified.</p>

	<p>The EPP provided a document addressing assessment of candidate progress points in the Elementary Education program but not for all programs across the unit.</p>
<p>Purposeful assessment of a candidates' impact on student learning and development with both formative and summative assessments in more than one clinical setting.</p>	<p>Evidence partially verified.</p> <p>All candidates must plan a lesson during their student teaching internship where after the conclusion of a pre-test on a topic, interns must document how they have adjusted their curriculum to address student learning needs, and then complete a post-test. Candidate artifacts were available for review. Analysis of candidate performance not provided. Descriptions of assignments completed by Elementary Education, Math, Biology, Special Education, and Early Childhood Special Education were provided. Candidate performance and corresponding analysis were not provided.</p> <p>Evidence of candidate engagement in more than one clinical setting was limited to Elementary Education and Early Childhood Special Education majors.</p>
<p>How is feedback from P-12 teachers and administrators gathered, measured, and analyzed? How is it used to drive program improvement?</p>	<p>Evidence partially verified.</p> <p>The SSR and interviews detail that P-12 teacher and administrator feedback is sought informally during school visits by EPP faculty and staff. This information is shared following the EPP chain of command and is considered by the ECC. Evidence documenting meeting minutes and resulting decisions were not provided.</p> <p>Responses to a partner administrator survey were provided (Appendix 87). Data analysis was not provided.</p> <p>Appendix 84 provided a description of Advisory Committee and Stakeholder feedback by instructional program.</p>

	<p>Additional evidence provided onsite included:</p> <ol style="list-style-type: none">1. Copies of emails documenting that meetings were scheduled by the Music program. Meeting minutes and corresponding actions from those meetings were not provided.2. A description of the purpose of the World Languages and TESOL Advisory Council, fall 2018 meeting minute notes (including data collected), and a description of actions taken as a result of the analysis of the data. Finally, a description of proposed changes to committee process was also provided.3. A description of the spring 2018 Family and Consumer Sciences Educator Day during which program changes, program goals, and program data was reviewed. Additionally, a copy of alumni survey data was provided. Data analysis was not provided.4. The spring 2018 advisory committee report for the Geology Department. Interview data, analysis of the data, and suggestions for program-level change were included.5. Meeting minute notes from a spring 2018 Science meeting. Information included suggest program strengths and weaknesses and comments specific to internships and GEOL 301. Not evident was the origin of this information or who this information was shared with. Additionally, evidence documenting how this information was used to impact program improvement was not provided.6. One copy of an email documenting communication between a Math
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	<p>faculty member and one member of their advisory committee.</p> <p>7. ECC and Area Coordinator Meeting notes from October, 2018. Information shared focused on positive feedback and areas for improvement. Not identified was the origin of the information (i.e., survey, interview, etc.) shared in the minutes nor evidence of how this information was used to impact program improvement.</p>
Does BYU-I use a shared responsibility model? If so, please share it. If not, what is the plan for implementation?	<p>Evidence not verified.</p> <p>While community school partner feedback is sought, evidence of a system in place to consistently seek and utilize gathered feedback to influence programmatic change was not provided.</p>
How do candidates request assistance?	<p>Evidence was verified.</p> <p>Candidates have mentoring plans to provide assistance. On-site interviews indicate candidates have regular interaction during their internship experience with mentor teachers, supervisors, and members of their cohort.</p>
Can the demographic data for “special placements” be provided?	<p>Evidence not verified.</p> <p>Evidence not available for review.</p>
Is the Danielson training offered face-to-face, online, or both? Are there other trainings? If so, how are the trainings selected? How do they become accessible?	<p>Evidence partially verified.</p> <p>EPP documented that the Danielson training is web-based. Inter-rater reliability training is offered on a volunteer basis in a face-to-face format. Mentor teachers are provided a 1-day face-to-face training regarding program expectations, policies, and procedures.</p>

2. Summary regarding completeness and accuracy of evidence related to Standard 2:

a. Summary of findings

Three cycles of sequential data for PRAXIS scores by licensure area and Danielson performance of candidates during the student teaching experience were provided for review. One cycle of data was provided for review of mentor surveys and partner administrative surveys. However, analysis was not provided of the data. Evidence of assessment of EPP-created surveys being scored at the CAEP Sufficient Level was not provided. A description of EPP performance, by component, is provided below.

Component 2.1

The EPP described opportunities for candidates to observe and implement effective strategies linked to coursework. Candidates can be sent to one of six schools for field experience. Regardless of level and type of endorsement, candidates are engaged in multiple practicum experiences prior to the internship. The EPP articulated that if a candidate receives a score of less than a 2 in any area on the summative Danielson Framework for Teaching during a practicum experience, the candidate must repeat the practicum. If the concern is dispositional, a candidate is placed on an improvement plan. Examples of such plans were provided by the EPP for review.

The EPP described several meetings between EPP faculty and P-12 administrator and teachers throughout practicum and internship experiences during which informal conversations provide opportunities to share information regarding intern performance and EPP program delivery. One principal noted during an on-site interview the belief that feedback results in program changes/improvement. However, formal evidence which indicates that program design has been collaborative was not evident.

The EPP shared, “the Partner School Program has increased the quality of candidates’ learning experience by evaluating the student teaching experience through ongoing and regular feedback. The program is a constant two-way communication...with accurate and timely feedback...”. Feedback is gathered informally through conversation between community school partners and EPP faculty and staff and formally through mentor feedback. While program examples of the impact of feedback on program design were provided (i.e., Special Education and Technology), unit-wide evidence was not presented to document the results of informal and formal feedback and how feedback specifically resulted in program change or candidate improvement.

Evidence was not available to document that input is gathered from community school partners about entry/exit into clinical partnerships. Evidence was not available to show that instruments and evaluations are co-constructed or that criteria for selection of mentor teachers is co-constructed. Partner administrator survey results were provided to document P-12 school’s perceptions of benefits of the relationship with the EPP. Evidence presented indicates that informal conversations regarding program strengths and areas for improvement occur frequently between mentor teachers, supervisors, and area coordinators. Area coordinators share informal feedback with the EPP ECC. A formal process for meaningful collaboration is not currently identified or practiced.

Although there is an interactive and engaged relationship between the EPP and their community school partners, there is no formal mechanism by which collaboration regarding program decision making occurs. The EPP determines construction of instruments and evaluations. P-12 administrators identify mentor teachers. Placement of candidates with mentor teachers happens through an interview process during which candidates interview with P-12 administrators at three different school districts. Principals and candidates rank their preferences for placement. The Field Services Office utilizes ranking information to place candidates in student teaching assignments. P-12 stakeholders share feedback with the EPP regarding candidates perceived strengths and weaknesses through a mentor feedback survey and informally with EPP faculty and staff. Mentor teachers, supervisors, and area coordinators provide feedback to individual candidates through informal interactions and during cohort meetings. The EPP provides feedback to candidates during their student teaching experience through lesson observations and summative evaluations. However, it was not evident how candidate performance data within or across programs was used to influence program improvement.

Component 2.2

Mentor teachers are identified by building principals. EPP area coordinators confirm with school district Human Resource Services offices that mentor teachers are certified in the area of endorsement in which a student teacher seeks classroom experience and have three years of teaching experience. P-12 Principals interview candidates. P-12 Principals and candidates rank their placement preferences. The Field Services Office makes final placement decisions based upon P-12 Principal and candidate rankings.

School-based clinical educators evaluate candidates but not EPP-based clinical educators. Candidate evaluation is provided formally to the EPP through mentor feedback forms. EPP-based clinical educators evaluate candidates but not school-based clinical educators. Candidate evaluation by EPP-based clinical educators is influenced by mentor survey submissions and is shared with candidates. Evaluation data of candidates is not shared with the aggregate with school-based clinical educators. Candidates evaluate mentor teachers and supervisors through completion of an exit survey. One cycle of exit survey data was provided. However, analysis of the data or how the data was used to inform program or unit improvement was not provided.

Evidence that EPP's and P-12 clinical educators use data collected to modify selection criteria, determine future assignments of candidates, and make changes in clinical experiences was not provided.

Danielson training, required of all candidate evaluators, is web-based. Mentor training, including expectations of mentors, EPP policies and procedures, is offered face-to-face during a 1-day training. Inter-rater reliability activities are offered on a volunteer basis. No additional trainings are offered.

No evidence was provided of the following:

1. All clinical educators are involved in the creation of professional development opportunities on the use of evaluation instruments.
2. All clinical educators receive professional development and are involved in the creation of professional development of evaluating professional dispositions of candidates.
3. All clinical educators receive professional development and are involved in the creation of professional development of setting specific goals/objectives of the clinical experience and providing feedback.

Component 2.3

The EPP provided demographic information about each of its' partner districts, however, if a student were to be placed outside of a partner district, data was not evident for each of those sites. The EPP provided a list and description of practicum experiences which describes the relationship between clinical experience and coursework. However, data documenting the effectiveness of this model was not evident.

Descriptions of assignments specific to candidates learning to use assessment to influence instruction completed by Elementary Education, Math, Biology, Special Education, and Early Childhood Special Education were provided. Additionally, all candidates must plan a lesson during their student teaching internship where after the conclusion of a pre-test on a topic, interns must document how they have adjusted their curriculum to address student learning needs, and then complete a post-test. Candidate artifacts were available for review. Evidence of candidate engagement in using assessment data to influence curriculum design and delivery in more than one clinical setting was limited to Elementary Education and Early Childhood Special Education majors.

Evidence that specific criteria for appropriate use of technology is identified was not provided. Candidate's performance during the student teaching experience is evaluated using the Danielson framework. Three cycles of scores were provided disaggregated by program. However, an analysis of this evaluation data was not provided. Formal assessment of candidate progress across programs is inconsistent.

b. Analysis of Program-Level Data

Evidence that is consistent with meeting the standard:

1. List and description of practicum experiences prior to the internship
2. Appendix 7
3. Appendix 10
4. Appendix 47
5. Appendix 48
6. Appendix 50
7. Appendix 85

8. Appendix 88

Evidence that is inconsistent with meeting the standard:

1. Appendix 49 (not consistent across programs)
2. Appendix 84 and associated on-site evidence (not consistent across programs)
3. Appendix 86 (not consistent across programs)
4. Appendix 87 (one cycle of data)
5. Appendix 90 (data not analyzed)
6. Appendix 91 (one cycle of data)

3. Recommendations for new areas for improvement and/or stipulations, including a rationale for each:

Area for Improvement:

Area for Improvement	Rationale
(2.2) Partnerships effectively co-select, prepare, evaluate, support or retain clinical faculty	Limited evidence provided
(2.2) Pre-service measures monitored in clinical experience of “positive impact on all P-12 students’ learning and development”	Inconsistent evidence provided between programs
(2.1) Limited evidence of a Shared Responsibility Model focused on clinical preparation	Limited evidence of internal consideration of the data for continuous improvement purposes by the EPP.

Standard 3. CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

General Rules for Standard 3:

1. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.
2. Cycles of data must be sequential and be the latest available.
3. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
4. All components must be addressed in the self-study.
5. Component 3.2 is required.

Through its initial and revised self-study reports (SSR), responses to subsequent requests for additional data and on-site interviews, the EPP makes a case demonstrating that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that

completers are prepared to teach effectively and are recommended for certification. The provider further makes a case by addressing all components of Standard 3 that development of candidate quality is the goal of educator preparation in all phases of their program.

Overall, the EPP, based on its provided data and using the CAEP Visitor Team Evaluation Rubric (2016) did not provide sufficient evidence demonstrating that it had met the General Rules for Standard 3.

Component 3.1

Recruitment plan, based on mission, with baseline points and goals (including academic ability, diversity, and employment needs) for five years

The EPP provides data regarding its recruitment plan for Math (p. 60), Science, SPED and ESL (p. 61). Interviews and supporting data show that recruitment efforts are primarily at the institutional level with individual programs recruiting from institutional students and at various events. Evidence of plan alignment to mission was provided in the SSR as were goals and baseline data for three, not five years. Responses to additional inquiries were answered with “*response The SSR only reports goals last year, this year and next year. To my knowledge, programs have not been asked to plan out 5 years.*”

Disaggregated data on applicants, those admitted, and enrolled candidates by relevant demographics including race/ethnicity, SES, and/or sex.

The EPP does provide data regarding EPP candidates relative to the overall institution disaggregated by gender and ethnicity (Table on P. 59).

Recruitment results are recorded, monitored, and used in planning and modification of recruitment strategies.

Limited evidence was provided to suggest or support that recruitment results are recorded, monitored or used in planning.

Knowledge of and action that addresses employment opportunities in schools, districts, and/or regions where completers are likely to seek employment

Interview data suggests that various programs within the EPP (SPED for example) are seeking out knowledge of employment opportunities where completers are likely to seek employment.

STEM and ELL, special education, and hard-to-staff school needs are explicitly addressed in analysis of shortage areas

Additionally, limited evidence beyond responses during interviews was provided to

support the concept that the EPP is collecting or using such data to identify or fill high-need areas beyond anecdotal evidence supplied during the interview phase.

The recruitment plan and its implementation have moved the provider toward the goal of greater candidate diversity and academic achievement.

Limited to no evidence was found to support that the EPP's recruitment plan is moving the provider towards greater candidate diversity and academic achievement. Supplemental requests for data regarding this criteria were addressed, via email to the review team, as follows; "As can be seen in the SSR, program goals generally focus on two areas: 1) meeting the teacher shortage by increasing the number of candidates in the program, 2) retaining the candidates we have and helping more candidates persist to graduation. It's unlikely that either of these foci would move toward greater diversity or achievement as those are not their intended goals."

Evidence that the provider monitors the influence of employment opportunities on enrollment patterns.

Again, there was limited to no evidence that the EPP is monitoring the influence of employment opportunities on enrollment patterns.

Component 3.2

All general rules for the Standard 3 are met.

All/data evidence is disaggregated by specialty licensure area, as well as aggregated.

There were several challenges presented in the SSR and supporting evidence to understanding EPP admission requirements. Structurally, the EPP does not have admission criteria as a function of institutional practice, rather the EPP documents in the SSR, confirms through subsequent data requests and interviews that any student who is admitted to the university in general would be eligible for admission to the EPP through a declaring of an education major."

One of the purposes of BYU-Idaho is to serve the "everyday student." The goal is to take students where they are and then increase their abilities so as to meet high standards at graduation. Three other key imperatives are to "substantially raise the quality of education, reach more students and to decrease the relative cost" (<http://www.byui.edu/human-resources/training-and-development/spirit-of-ricks/three-great-imperatives>). Thus programs are generally discouraged from having admittance criteria that would undermine any of those 4 mandates. Some programs around campus have even been discontinued in part because they had become so selective in who they admitted to their program such that they served less students at an increased cost and ignored the "everyday student." With this in mind, a general institutional student

becomes a teacher candidate as soon as s/he declares an education major, which may as early as on day 1 of their freshman year. (SSR Pg. 62)

Under this structural context, provided data were reviewed. Data provided on p. 63 provides three cycles of data regarding education majors, their high school GPA and their entering ACT scores. These data did not include the most current year available (17-18). When disaggregated by licensure area, the admission data continued to show ACT scores, above the 50th percentile, but the GPA provided were for candidates at graduation.

Component 3.3

The provider documents evidence of established non- academic criteria used during admissions.

The EPP did not provide data supporting any EPP established additional selectivity factors at admission were used. Evidence provided by the EPP indicates that there is only one type of non-academic criteria used during admission. The provider's evidence on established non-academic criteria used during admission was limited to institutional requirements for admission; analysis of which was not conducted as all individuals admitted to the institution must meet these institutional criteria.

The provider's rationale for established non-academic criteria makes an evidence-based case (existing literature or provider investigations) for the selection and implementation.

Two non-academic criteria pieces were identified from the evidence; the institutional criteria used during admission to the EPP and an unclear application of the Danielson Framework (Domain 4) used during practicum and student teaching (SSR p. 67). The rationale for institutional criteria is embedded within the institutional mission and is referenced numerous times. The EPP makes a case for using Domain 4 of the Danielson framework as the sole dispositional assessment of candidates during the program.

The EPP monitors candidate progress on established non- academic criteria at multiple points and takes appropriate actions based on results.

As discussed, the use of Domain 4 data is collected at Practicum and at the student teaching phase of the preparation program. Furthermore, the SSR, subsequent data requests and interview data were contradictory in the process by which the EPP conceptualizes the collection of data for analysis at multiple points. For example, the SSR (p 67) states that "The FSO saves this disposition evidence in Taskstream, and in a filing system within their office.". However, requests for data and analysis on dispositions were answered with "We are moving to a new learning management system and it's been messy trying to get Taskstream working. We have not used it to collect dispositions from all the

program areas. There currently is not common dispositions document.” Additionally, it was seen in the evidence and responses to subsequent requests for data that the EPP has been adapting, at the program level, the use of the Danielson framework in a variety of program-level created instruments (Appendices 21, 52, 77). SSR, pg 76 states that:

“Data are just beginning to be collected using these measures. The department has a committee of math education faculty who worked together in the design of the assessment plan and will work together each semester in the analysis of the assessment data and improvement plan.”

Written responses to additional data requests support this finding *“Each program has developed its own dispositional rubrics”*. Furthermore, on these EPP created assessments No validity data was provided and as such would be insufficient on the CAEP Evaluation Rubric for EPP created assessments. Additionally, the EPP’s monitoring of non-academic criteria at two key points (Practicum and Student Teaching) provided only narrative examples of how a limited number of candidates could be counseled out of the program if they did not meet the expected proficiency levels of performance.

The provider associates/correlates non-academic criteria with candidate and completer performance.

There was no data which assessed the association or correlation of non-academic criteria with candidate and completer performance.

Component 3.4

The provider documents two or more measures/gateways of candidate progression (from key decision points).

The SSR provides limited evidence to support the assertion that it monitors candidates throughout the program at two or more points. Specifically, Appendix 19 does map content knowledge to Idaho standards but not all program/licensure areas are addressed. This is a consistent theme throughout the data that programs and licensure as indicated in a written response to additional data request for additional evidence from programs that data are regularly reviewed using a coherent set of multiple measures. The response was as follows:

“Since all of our programs have functioned autonomously we (at the tpp/unit level) don’t track each program. If you define “coherent set of measures” as “required at the unit level of all programs”, then the answer is no.”

Furthermore, after review of the provided evidence, another request for additional evidence specifically asking for Performance evidence (and analysis) at two or more measures/gateways of candidate progression in Integration of use of technology by

program area by licensure/program area. The written response was as follows:

“ Again, we are not set up with a centralized EPP as much as we are set up with autonomous programs so individual programs may have other standards”

The provider presents explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation.

Monitoring of candidate proficiencies during the program, is discussed in greater detail in Standards 1 and 5 sections of this report. Of note in this Standard were the evidentiary pieces submitted by the EPP on the integration of technology. The artifacts provided (Appendices 40-44) show some areas of technology integration (Art, English, SPED, Science, Spanish/TESOL) but the evidence provided does not show any performance data for any cycles. Furthermore, the use of the Technology Competency Assessment; this appears to be an EPP created instrument with no validity or reliability testing provided making it insufficient on the CAEP Rubric for the evaluation of EPP created assessments. Additionally, limited to no performance data on this TCA assessment was provided.

Results and stated candidate progressions criteria align with evidence of actions taken such as the following:

Limited to no data were provided on performance or analysis of data relating to candidate progression criteria or evidence of actions taken based on that data.

Component 3.5

Evidence documents effective teaching, including positive impacts on P-12 student learning and development for all candidates as noted in Standard 1.

A summary of the evidence provided by the EPP relating to effective teaching, including positive impacts on P-12 student learning and development for all candidates is provided in Standard 1, Component 1 of this report.

Component 3.6

Evidence documents candidates' understanding of codes of ethics and professional standards of practice.

The EPP provides several artifacts that demonstrate content delivery (Appendices 22, 60-65). Each of these pieces indicates where issues relating to ethics for candidates are delivered. However, there is limited to no evidence demonstrating candidates

understanding of these codes of ethics. Specifically, Appendix 68 appears to be a statement of conduct that candidates may or may not be required to sign. No evidence was found as to if candidates sign this form or if they are retained.

Evidence documents candidates' knowledge of relevant laws and policies (e.g., 504 disability provisions, education regulations, bullying, etc.).

Appendix 66 mentions that issues of bullying and suicide prevention may be brought up in the ART 314. This piece appears to be an isolated artifact support for similar content was not found in the data for candidates in areas outside of art.

A supplemental request for data regarding performance evidence and analysis documenting candidates' knowledge of relevant laws and policies was addressed as follows: *"The additions we added to CAEP 3.6 show that are candidates have performance evidence but to my knowledge these are not routinely analyzed."*

- a. Evidence that is consistent with partially meeting the standard:
 - Teacher preparation Programs Table
 - HS GPA and Entering ACT Scores for ED Candidates (63)
 - Entering numbers by program area (64)
 - Appendix 85: Praxis and Danielson breakdowns
 - Appendix 77: Math Ed Tracking Sheet
 - Appendix 19
 - Appendix 39
 - Appendix 68: Code of Ethic brochure
- b. Evidence that is inconsistent with meeting the standard
 - Recruitment Plans Tables Recruitment goals - inconsistent across programs or missing a 5-year projection
 - Enrollment numbers (pg 65-66) - Unclear how enrollment numbers support selectivity
 - Appendix 46 - assessment examples - Data missing for some programs
 - Idaho Summative Evaluation (pg 67) - Not most recent data
 - Program breakdown for Danielson (pg 68) – lack of validity in data across programs
 - Appendix 6 - Does not provide data relating to IRR, process only
 - Appendices 48A, B, and C - Limited data as to monitoring of candidates – validity of assessment not established
 - Appendix 52 - FCS only, other program areas use of instrument or validity of other EPP/program instrument not clear through evidence.

- Appendix 21 – Science Disposition form - Different from other available program areas. Validity of apparent EPP created assessment not available.
- Supplemental Statement via data inquiry - “Each program has developed its own dispositional rubrics” No validity of EPP created assessments
- Data and analysis of dispositions by program area for three most recent cycles - Email response – “We are moving to a new learning management system and it’s been messy trying to get Taskstream working. We have not used it to collect dispositions from all the program areas. There currently is not common dispositions document.”
- Appendices 40-44 - Provides limited examples of technology integration through selected assignments. Performance data, analysis not available.
- Appendices 60-65 - No performance data on candidate performance relating to ethics assignment (data or analysis), also incomplete syllabus in outcomes module on Ethics [Appendix 64] and No performance data on candidates [Appendix 65]
- Appendix 22 – Secondary Ed required course (ED 200 Syllabus) - No performance data on candidate performance relating to ethics assignment (data or analysis)
- Appendix 66 – ART 314 - No performance data on candidate performance relating to ethics assignment (data or analysis)
- Appendix 67 – Science Methods – Unclear if ethics or laws are addressed – syllabus only
- Appendix 69 – Ethics assignment Instructions - No performance data on candidate performance relating to ethics assignment (data or analysis)

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
(3.6) Documentation of candidate understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant and policies.	There is limited or no evidence of internal consideration of the data for continuous improvement purposes by the EPP.
(3.3) EPP establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program	There is limited or no evidence of internal consideration of the data for continuous improvement purposes by the EPP

Stipulations:

Stipulation	Rationale
(3.1) The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission.	There is no realistic recruitment plan at the EPP level.
(3.2) The EPP has no formal admission process.	The EPP's argument that it monitors candidate quality continuously and purposefully throughout preparation indicates significant gaps.

BYU-IDAHO REJOINDER TO STIPULATION 3.1

"There is no realistic recruitment plan at the EPP level."

This CAEP standard asks us to have a realistic recruitment plan to recruit high-quality candidates within the mission of the University.

BYU-Idaho Mission Statement

Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.

The university does this by:

- Building testimonies of the restored gospel of Jesus Christ and fostering its principles in a wholesome academic, cultural, and social environment.
- Providing a high-quality education that prepares students of diverse interests and abilities for lifelong learning and employment.
- Serving as many students as possible within resource constraints.
- Delivering education that is affordable for students and the Church.

BYU-Idaho Education Preparation Program 5-year Recruitment Plan

In order to address the concerns of recruitment in the CAEP, the committee has developed a 5-year plan, based on the mission of BYU-Idaho, using the baseline data of 2018. This plan, when implemented, will support our goal of recruiting high quality teacher candidates with increased diversity and varying backgrounds. Our overall goals we are targeting with this plan are:

- 1) Consistently increase the quality of our candidates in each of the next 5 years as measured by incoming college GPA and ACT scores.
- 2) Increase our graduation rate consistently over 5 years.

- 3) Increase the breadth and diversity of our candidates over 5 years particularly in terms of increasing the number of non-traditional candidates and ethnically diverse candidates.
- 4) Help meet the needs in Idaho and the surrounding region by increasing our total number of graduates as mentioned in #2 above.
- 5) Help meet the demands in high-needs areas by increasing the number of candidates in STEM, SPED, ESL and FCS.

Below is the specific 5-year plan we will implement in order to achieve these goals. Target deadlines are included at the end of each strategy. Each strategy below also indicates which of the above 5 goals it attempts to achieve.

Recruitment Efforts

Potential Recruit Populations:

- High School Students
- College students in content-specific majors
- Transfer students
- Undecided major students
- Online students

Currently, the admissions office collects interest cards from students while attending high school college fairs. Up to this point those cards have not been forwarded along to our education programs on campus. Beginning in January of 2019, they will forward all the cards indicating an interest in an education field to the office of the Dean of Teacher Preparation, who will then send an invitation to declare an education major and provide a link to pertinent information. The cards will then be forwarded to the individual program area indicated on the card. Individual program areas will follow up by contacting those students and inviting them to visit the BYU-Idaho campus. The Admissions Office plans to reach a more demographically diverse population by reaching out to more rural schools. This will also help to fill the state need for more teachers in those areas. The Associate Dean of Teacher Preparation, in conjunction with the Data Specialist will create a database from the cards received, track the number of contacts collected, the number of education declarations that result from those contacts and total completers from those contacts. Target Deadline – Feb 2019, helps meet Goals 3 & 4 above.

Ensure that each program area creates a 5-year recruitment plan for their content area. Several programs already have plans such as Math, FCS, Science, SPED, and ECSE, but other programs do not. Each plan will include specific goals, as well as, a manageable and effective data strategy. Each program will summarize and review these data annually. Plans will be revised and updated as needed at least every three years during program reviews, in support of

continual improvement in recruitment practices and results. Target Deadline – Winter 2019, Goals 3, 4 & 5.

Continue developing relationships with our partner school districts (11 districts in Idaho, Utah, Arizona, and Nevada) and mentor teachers to not only encourage placement of teacher candidates during their student teaching experiences, but explore the potential to expand these relationships to recruit top students from these school districts to select a degree in education and attend BYU-Idaho. Target Deadline – Winter 2019, Goals 1, 2, 3, 4 & 5.

An EPP-level advisory board of stakeholders representing various backgrounds will be created where ideas for recruiting a more diverse population of teacher candidates will be solicited. (See CAEP 5.5 for details). Target Deadline – June 2019, Goal 3.

In order to increase the academic quality of our candidate pool at the EPP level, a report of GPA's to indicate top performers in a subject area will be generated and each high performing student in that content area will be sent an email communication asking them to consider a career in education. For example, if someone is receiving top grades as an English major, we will invite them to consider switching from a general English major to an English Education major. This will include all education areas across campus. We will collect data on students who switch majors to education majors to determine the impact of this invitation. Target Deadline – Fall 2019, Goals 1, 2 & 5.

The office of the Dean of Teacher Preparation Programs will create an EPP-level website and brochure to promote all of the education programs available at BYU-Idaho. The website will link with our CAEP annual reporting measures website (see CAEP 5.4 rejoinder) and will advertise placement statistics and other information regarding the teaching profession. The website will also include information for teacher candidates regarding job openings in education fields, and links to education posting sites for Idaho and surrounding states in which completers typically teach. It will also provide a first contact for anyone interested in BYU-Idaho education programs, and will be included as a link in the correspondence from the Dean. The brochures will be used by the Admissions Office during their visits to high school college fairs, in the advising office, as well as for individual program recruitment efforts. These brochures will also be available when students complete a campus tour and express interest in an education major.

Our Education Society (student club for education majors) will use social media to highlight educational job openings, especially those indicated as "high-need". Up to this point we have primarily relied on our University Career Placement Office to advertise openings. Target Deadline – Jan 2020, Goal 1, 2, 3, 4 & 5.

Money will be allocated to program areas to attend state and local high school conferences and competitions in an effort to make connections with students and invite them to consider coming to BYU-Idaho and earning an education degree in their respective fields (i.e. Science department can attend state science fairs; History- State National History Day; FCS - State FCCLA conferences, etc.). If the individual program areas are unable to fund these trips, the Dean of Teacher Preparation will fund them (some funding is available now and on February 15,

2019, a request was submitted for increased funding for 2020). Preference will be given to programs listed on the US Department of Education's teacher shortage list for Idaho. Attendance at these conferences will allow for recruiting of a more diverse population. Target Deadline – Jan 2020, Goals 1, 2, 3, 4 & 5.

Currently mathematics, FCS, and science host students on campus for annual competitions or events. All program areas will be encouraged to host academic events on the campus of BYU-Idaho in an effort to bring more students to campus that have an interest in specific education areas. This will allow students to meet and talk with faculty members in the field they are interested in studying. Additionally, BYU-Idaho hosts an Education conference twice a year and we will begin inviting high school juniors and seniors who are interested in a career in education. Partnerships will be created with local high school content teachers to identify these students and encourage them to attend. Personal invitations will be mailed to the students' home address. Target Deadline – 2021, Goals 1, 2, 3, 4 & 5.

As our population from which we draw students is not particularly culturally or racially diverse, our best opportunity to increase our racial and cultural diversity at BYU-Idaho is to recruit more of our international students. Traditionally we have not catered our education programs to their needs because the certification requirements in each country can be so very different. We are at a point where we would like to cater more fully to those students. We have begun exploring licensing requirements for teachers in the most common countries our students come from so we can better meet their needs. Target Deadline – 2022, Goals 3 & 4.

At BYU-Idaho we have nearly 10,000 online students who currently are not able to declare an Education major (choice of majors is limited for online students). From our research, we know that education is one of the top requested majors for our online students. The administration of BYU-Pathway Worldwide, who oversees our online programs, has also expressed an interest in making this available to our online students. As the average age of our online students is 34 years old, this will also increase the breadth and diversity of our candidates. In addition, more than 10% of these students are international student. Target Deadline – 2023, Goals 1, 2, 3, 4 & 5.

Our FSO will reach out and work with alumni working in the field to recruit more teacher candidates from around the nation and in specifically designated "need areas." By 2023 the EPP will have tracked employed graduates more systematically for 4 years (see CAEP 5.1) which will enable teachers currently in the field to act as a resource to fill educator pipelines in high need areas. This will also help in the recruitment of diverse teacher candidates. Target Deadline – 2023, Goals 1, 2, 4 & 5.

Overall Retention Efforts of the BYU-Idaho Education Preparation Program (EPP)

Many of our retention efforts stem from the overall emphasis of the university to improve our freshman retention rates. These efforts include:

- Assign a faculty mentor as soon as a student has been accepted to BYU-Idaho.
- Continually improve the quality of programs/courses with a focus on serving student needs.

- Faculty proactively reach out to struggling students and 1st generation college student.
- Develop and distribute clearly marked pathways to student success in I-plan (our computer system for students to track their overall progress toward a major including what additional classes they need to take and when they plan to take the needed classes).
- Engage student learning through collaborative teaching strategies, and learning communities.
- Require a college success course during the freshman year.
- Immediately immerse students in major content courses to engage them in the education field rather than early completion of GE requirements.
- Establish checkpoints throughout the program to track and counsel with students as outlined in CAEP 3.2.
- More university efforts for freshman retention are discussed at:
 - <http://www.byui.edu/student-support/peer-mentoring/new-student-mentor-program>
 - <http://www.byui.edu/alumni/mentoring>
 - <http://www.byui.edu/mentoring>

Recruitment & Retention Data Points

To help facilitate the collection of relevant data, we will use the tables in Appendix 1.

BYU-IDAHO REJOINDER TO STIPULATION 3.2

“The EPP has no formal admission process... The EPP’s argument that it monitors candidate quality continuously and purposefully throughout preparation indicates significant gaps.”

BYU-Idaho students are required to declare a major upon acceptance to the university. Previously, students could immediately declare their major in the specific education program of their choice. The only academic admittance criteria into the major were the same criteria to be admitted into the university which is a 16 ACT and a high school GPA of 2.0. As the stipulation states, there is a need for a more formal admission process into our education majors involving continuous and purposeful monitoring throughout teacher candidate preparation. Although we already met the CAEP minimum ACT and GPA standards with our previous general university admittance criteria (CAEP requires a minimum average group ACT of 21 and a minimum average group GPA of 3.0), these additional admittance and monitoring criteria described below will further ensure that we continue to exceed those CAEP minimums.

Starting a year ago in Winter 2018, we developed a task force to develop a more comprehensive plan to ensure quality with Knowledge checkpoints, Performance checkpoints, Professional Dispositions checkpoints and selectivity from admission through graduation. This plan provides a formal admission process into education programs, and establishes criteria for a continuous and purposeful monitoring of candidate quality. The plan is summarized below in

the three areas: Knowledge checkpoints, Performance checkpoints, and Professional dispositions checkpoints.

Knowledge Checkpoints

The admission process is that each student will have to be admitted into teacher candidacy at the end of his/her freshman year (completion of 30 credits with a minimum cumulative GPA of 2.5). As can be seen in Appendix 2, this will require a full 34% of our freshmen to improve their GPA prior to being admitted into the education program. Our hope is that we can help these students succeed rather than losing 34% of all of our education majors on campus. Additional knowledge content checks will occur throughout the candidates' time at BYU-Idaho. Those checks are: minimum cumulative GPA of 2.5 at the end of the sophomore year, minimum cumulative GPA of 2.5 prior to student teaching and passing the appropriate Praxis exams prior to student teaching.

Performance Checkpoints

Completion of 10-20 hours of volunteer work in schools prior to admittance into the major as well as Danielson scores of 2 or greater for each sub-domain in practicum courses and during student teaching.

Professional Dispositions Checkpoints

Maintain a minimum average of 2.5 on the dispositions rubric scores (completed by the instructor at the end of every education class). Checkpoints will be at the beginning of the sophomore, junior, and senior year. This plan should also ameliorate the "area for improvement" for standard 3.3.

Candidates failing to meet any of the above criteria will be given options for remediation or will be counseled out of the program. The tables below provide more detail of checkpoints and options in case of failure (fail options) at each checkpoint. The results of following this plan will include continual cycles of data on individual students that will better inform decisions for their personal improvement and/or continuation in the path of becoming a public educator. The results will also better inform programs of weaknesses and strengths in their individual teacher preparation program. There is a gatekeeper associated with each checkpoint who will be responsible to report results for each candidate using the following terms:

- Continuation: All requirements met.
- Continuation with stipulations: Significant requirement(s) not met (low cumulative GPA, lacking in teaching or disposition areas with recognition of the problem). With any of these, the student is on a contract for improvement.
- Continuation Denied: Significant requirement(s) not met and significant concerns exist (extremely low GPA, lacking dispositions for teaching without ability or foresight for improvement, or poor field experience reports with Danielson scores less than a 2 in each sub-domain).

The gatekeepers, listed in the chart below, will provide general status reports and individual student's concerns to the Associate Dean of Teacher Preparation. The Program Director and/or the Associate Dean of Teacher Preparation will discuss concern(s) with the student. A hold will be placed on that student's registration until that discussion occurs wherein one of two things will happen: (1) continuation with stipulations or (2) continuation is denied. If the student receives a continuation denied, then he or she is referred to Academic Advising to find another field of study.

Admission:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Declare Major as Education (in General)	University Admissions (students directed to directors of specific programs of interest)	Open enrollment to all students	NA		freshman
Admittance into Specific Education Program Major	Academic Advising & Program Director	Minimum of 2.5 GPA in first 30 credits	Meet minimum standard before completion of sophomore year	3.2	sophomore

Knowledge:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Content Check #1	Academic Advising & Program Director	2.5 GPA minimum (overall) at the end of their freshman year or first semester at BYU-I for transfer students	Program Director could give options: stipulation for improvement within two semesters, retake courses, or find a new major.	3.2, 3.5	End of freshman year and transfer students
Content Check #2	Report from Data Specialist to Program Director	2.5 GPA at the end of content methods courses	Program Director could give options: stipulation for improvement within two semesters,	3.2, 3.5	End of sophomore/ beginning of junior year

			retake courses, or find a new major.		
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Content Check #3	Records and Registration & Field Services	2.5 GPA prior to student teaching	Retake the course(s) or counseled out of program	3.2, 3.5	Prior to student teaching
Content Check #4	Field Services	Praxis	Retake Praxis	3.5	Senior year

Performance: Teaching Skills and Instructional Practice:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Teaching Skills Check #1	Introduced in ED 200 (Program Director becomes the gatekeeper)	Students must complete 10-20 hours of job shadowing/service OR substitute teaching on their off track (school context). They must fill out a simple form of self-assessment on teaching skills. (Local students will be given a list of school options that would not interfere with other practicums).	Would complete during an on-track semester.	2.2, 2.3, 3.4	Must complete within first 30 credits and before ED 361
Teaching Skills Check #2	Practicum class faculty	The candidate must receive an average of 2 or better in all sub-domains of Danielson	Repeat the class or the teaching experience. Faculty discusses with candidate if this is correct major. Program director notified.	2.2, 2.3, 3.4	Early junior year

Teaching Skills Check #3	Senior Practicum Teacher	The candidate must receive an average of 2 or better in all sub-domains of Danielson.	Repeat Practicum. Faculty discusses with candidate if this is correct major. Program director notified.	2.2, 2.3, 3.4	junior or senior year
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Professional Dispositions:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Professional Dispositions Check #1	Data Specialist who emails Program Director	Average of 2.5 in ED classes dispositions rubric (Any 1s will be flagged)	Improvement Plan to be checked at next checkpoint	2.2,2.3,3.3	Beginning of sophomore year
Professional Dispositions Check #2	Data Specialist who emails Program Director	Average of 2.5 in all education classes dispositions rubric (Any 1s will be flagged)	Improvement Plan to be completed by next checkpoint. Encouraged to change major.	2.2,2.3,3.3	Beginning of junior year
Professional Dispositions Check #3	Data Person who emails Program Director	Average of 3 or better in education classes disposition rubrics	Improvement Plan must be satisfactorily completed before student teaching	2.2,2.3,3.3	Beginning of senior year

Admission to Student Teaching:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Pass all exams including Praxis	Field Services	Student Teach	Retake exam(s)	3.5	Semester before

					student teaching by midterm. Final check is between semesters.
Danielson of 2 or better in practicums and dispositions.	Practicum Teachers (faculty)/Public School Mentors	Student Teach	Repeat practicum	2.2, 2.3, 3.3, 3.4	junior through senior years
Cumulative GPA 2.5	Records and Registration & Field Services	Student Teach	Retake the course(s)	3.2, 3.5	freshman to senior
Professional Dispositions average of 3 or better	Data Specialist sends to Program Director	Student Teach	Counseled out of program	2.2, 2.3, 3.3	End of junior year
Coursework completed semester before student teaching by midterm. Final check is between semesters.	Field Services	Student Teach	Finish coursework	3.5	freshman to senior
Submit cover letter, resume and notice of intent	Field Services	Student Teach			End of junior year

Recommendation for Certification:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Student Teach	Field Services: <ul style="list-style-type: none"> Submit final copy of IPLP Have a 2 minimum in every sub-domain 	Certification	Repeat student teaching if appropriate or explore alternative degree options	2.2, 2.3	senior

	of Danielson				
Assignment to review and reflect on Idaho Code of Ethics	Field Services	Certification	Retake assignment	3.6	senior
Institutional Recommendation upon request	Dean of Teacher Preparation	Certification			senior

Standard 4. PROGRAM IMPACT

“The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation” (CAEP Handbook, May 2018, p. 45).

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
<u>Standard 4.1, Task 1:</u> Determine if EPP uses direct measures to assess completer impact on P-12 student learning.	Evidence was not verified that the EPP uses direct measures to assess completer impact on P-12 student learning. Evidence presented was one cycle of data from candidates (Pretest Posttest Winter 2018).
<u>Standard 4.2, Task 1:</u> Determine if EPP examines completers’ effective application of professional knowledge, skills, and dispositions for which they were prepared.	Evidence was not verified that the EPP examines completers’ effective application of professional knowledge, skills, and dispositions for which they were prepared. Evidence presented was one cycle of data from the ICEP employer survey.
<u>Standard 4.3, Task 1:</u> Determine if the EPP is able to provide additional evidence of employer satisfaction in employment milestones.	The EPP is not able to provide additional evidence of employer satisfaction in employment milestones.
<u>Standard 4.3, Task 2:</u> Obtain an analysis and interpretation of ICEP Employer Survey responses	The EPP did not provide an analysis and interpretation of ICEP Employer Survey responses
<u>Standard 4.4, Task 1:</u> Determine if the EPP is systematically gathering, analyzing, and interpreting completer satisfaction based on representative data.	Evidence was verified that the EPP is not systematically gathering, analyzing, and interpreting completer satisfaction based on representative data. ICEP alumni survey data is insufficient, limited by the number of cycles (2) and low response rate (13-17%).

2. Summary regarding completeness and accuracy of evidence related to Standard 4:

Special rules for Standard 4:

1. All components are required.
2. All components must be met for the standard to be considered met.

3. All phase-in requirements are met.

In addition to the General Rules:

1. All components must be addressed in the SSR,
2. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.
3. Disaggregated data is provided on enrolled candidates for main and branch campuses, if any, for technology-based preparation and for individual preparation (licensure or certification area) programs.
4. Cycles of data must be sequential and be the latest available.
5. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.

a. Summary of findings

Impact on P-12 Student Learning and Development

4.1 Required component – “The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider” (CAEP Handbook, May 2018).

Pretest Posttest assignment data from winter 2018 was submitted as evidence in the self-study report by the EPP as an artifact of the effectiveness of completers on P-12 student learning growth. The data was disaggregated by licensure, but represented a single cycle of data from pre-service candidates in student teaching. CAEP standard 4 requires the analysis of three cycles of data, which is recent and sequential, and that the data is from EPP completers. Data recording performance of pre-service teachers does not meet the sufficiency criteria for Standard 4 (CAEP Evaluation Rubric, March 2016).

- No, limited, or inappropriate in- service data provided.
- Analysis or evaluation of evidence is incomplete or superficial and not supported by data.
- No or inappropriate context or description of the source of P-12 learning.

Additional evidence submitted in the EPP Response to Formative Feedback Report included antidotal comments from a Utah high school principal and assistant superintendent. An appropriate description of the source of P-12 learning was not provided, resulting in a determination of insufficiency for the data.

Indicators of Teaching Effectiveness

4.2 Required component – “The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.” (CAEP Handbook, May 2018).

Teaching effectiveness of EPP completers is required in standard 4.2 in the form of classroom observations of in-service teachers and/or P-12 student surveys. The EPP submitted data from the ICEP Employer Survey as evidence for teacher effectiveness. The Employer Survey is not a direct, structured observation of teacher effectiveness and/or P-12 student learning (CAEP Standard 4 Evidence Resource for EPPs, 2017). Additionally, CAEP evidence sufficiency criteria are not met in the Employer Survey artifact based on the single cycle of data presented, and the 14.5% response rate of employers, which falls below the 20% survey response rate required by CAEP in the evidence sufficiency guidelines (CAEP Evaluation Rubric, March 2016).

- Survey return rates were 15%, below the minimum required return rate, or survey data were limited to one or two licensure areas.
- Validity descriptions were not submitted, or were inappropriate, and failed to meet research-based standards for establishment of validity, or no specific type of validity was identified.

Satisfaction of Employers

4.3 Required component – “The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students” (CAEP Handbook, May 2018).

Evidence for employer satisfaction in EPP completers was submitted in the EPP report by presenting qualitative responses to two questions from eleven (11) responders on the Employer Survey. As stated above in 4.2, CAEP evidence sufficiency criteria are not met in the Employer Survey submission based on the single cycle of data presented, and the 14.5% response rate of employers, which falls below the 20% survey response rate required by CAEP in the evidence sufficiency guidelines. Representativeness of the sample was not addressed in the EPP report, nor were EPP completer employment milestones. Employer satisfaction specific to licensure areas was not addressed in the EPP report, and the system for gather employer satisfaction data is inadequate (CAEP Evaluation Rubric, March 2016).

- No system for gathering employer satisfaction data is in place or is inadequate.

Satisfaction of Completers

4.4 Required component – “The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the

responsibilities they confront on the job, and that the preparation was effective” (CAEP Handbook, May 2018).

Completer satisfaction was addressed by the EPP, and supported with submitted evidence from 2015 and 2016 ICEP Alumni Survey response data and BYU-I OIRA Alumni Survey response data. The ICEP Alumni Survey represented two cycles of data, 2015 and 2016, which falls short of the CAEP evidence sufficiency requirements. Additionally, the survey response rates for both years of administration fall below the CAEP evidence sufficiency requirement of 20% (13%; 2015 and 17%; 2016). The ICEP Alumni Survey data was presented in a table within the 4.4 narrative, however, interpretation and analysis of the data was not evident (CAEP Evaluation Rubric, March 2016).

- Interpretation and analysis of data are incomplete or conclusions are not supported by data.
- Only one or two of the following were provided:
 - system for gathering data
 - adequate response rates (20% or more)
 - description on the representativeness of the sample
 - multiple comparison points
 - trends over time.

EPP evidence from the BYU-I OIRA Alumni Survey was submitted as an artifact to demonstrate completer satisfaction. The EPP CAEP Report states on page 90, “80% of respondents agreed that their BYU-Idaho experience fully prepared them for the responsibilities of their employment.” The combined percentage of responses in the following categories of agreement support the statement: “Somewhat Agree” (30.4%), “Agree” (39.13%), and “Strongly Agree” (10.88%). However, the BYU-I OIRA Alumni Survey was a single administration to 1st and 5th year alumni of the entire university, in which data were presented in aggregate, and the EPP alumni response rate was 8%. All of these factors fail to meet CAEP evidence sufficiency guidelines (CAEP Evaluation Rubric, March 2016).

- Interpretation and analysis of data are incomplete or conclusions are not supported by data.
- Only one or two of the following were provided:
 - system for gathering data
 - adequate response rates (20% or more)
 - description on the representativeness of the sample
 - multiple comparison points
 - trends over time.

Additional evidence items were submitted in the EPP Response to Formative Feedback Report during the onsite visit including the following:

1. End of Student Teaching Graduating Candidates (Appendix 73)

2. One cycle of data on Alumni Survey (Appendix 72)
3. Letter from Weber School District and Partner Administrator Survey (Appendix 87)
4. One cycle of data on Partner Administrator Survey Results 2018 (Appendix 91)
5. One cycle of data on Alumni Survey (Appendix 92)

None of the additional pieces of evidence met the CAEP sufficiency levels for Standard 4 based on one or more of the following attributes.

- Survey return rates were too low (15% or below) for the data to be useful or survey data were limited to one or two licensure areas.
- Validity descriptions were not submitted or were inappropriate and failed to meet any research based standard for establishment of validity or no specific type of validity was identified.
- No system for gathering employer satisfaction data is in place or is inadequate.
- Interpretation and analysis of data are incomplete or conclusions are not supported by data.
- Only one or two of the following were provided:
 - system for gathering data
 - adequate response rates (20% or more)
 - description on the representativeness of the sample
 - multiple comparison points
- trends over time.

Analysis of Program-level data

a. Evidence that is consistent with meeting the standard

1. None of the evidence submitted met the General Rules for Standard 4
 - a. All phase-in requirements are met.
 - b. All component for Standard 4 are required.
 - c. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.
 - d. Cycles of data must be sequential and be the latest available.
 - e. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
 - f. All components must be addressed in the self-study.

b. Evidence that is inconsistent with meeting the standard

1. 4.1: student teaching Pretest Posttest assignment from candidates
2. 4.1: one cycle of data for Pretest Posttest assignment (Winter 2018)
3. 4.2: ICEP employer survey is an inconsistent measure for component 4.2
4. 4.2: 14.5% response rate on ICEP employer survey (Appendix 70)
5. 4.2: one cycle of data on ICEP employer survey

6. 4.3: 14.5% response rate on ICEP employer survey
7. 4.3: one cycle of data on ICEP employer survey
8. 4.3: data not specific for licensure areas
9. 4.4: 13% response rate on 2015 ICEP alumni survey (Appendix 71)
10. 4.4: 17% response rate on 2016 ICEP alumni survey (Appendix 71A)
11. 4.4: two cycles of data for ICEP alumni survey
12. 4.4: 8% response rate on BYU-I OIRA alumni survey (Appendix 72)
13. 4.4: single cycle of data on BYU-I OIRA alumni survey
14. End of Student Teaching Graduating Candidates (Appendix 73)
15. Antidotal comments from a Utah high school principal and assistant superintendent
16. One cycle of data on Alumni Survey (Appendix 72)
17. Letter from Weber School District and Partner Administrator Survey (Appendix 87)
18. One cycle of data on Partner Administrator Survey Results 2018 (Appendix 91)
19. One cycle of data on Alumni Survey (Appendix 92)

4. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
(4.4) The EPP did not provide sufficient evidence of requirement 4.4. Analysis and interpretation of completer satisfaction data was incomplete.	Evidence for component 4.4 was limited. Analysis and interpretation of completer satisfaction with their preparation was insufficient. Only two cycles of completer survey data were provided for review. Additionally, each year of presented data had a lower than CAEP acceptable response rate.

Stipulation:

Stipulation	Rationale
(4.1) The EPP did not provide sufficient evidence for required component 4.1. Data are not direct measures of completers and their impact on P-12 student learning.	Submitted evidence is a single cycle of data from pre-service student teachers' winter 2016 Pre-test/Post-test assignment. This evidence is not a measure of in-service completer impact.
(4.2) The EPP did not provide evidence required for component 4.2. Data are not direct measures of completers' effective application of professional knowledge, skills, and /or dispositions.	The provided data are from Employer Survey responses and are not direct measures of completer effectiveness and/or P-12 student learning.

(4.3) The EPP did not provide evidence required for component 4.3. Data on significant components of employer satisfaction were missing.	The EPP provided no evidence for employment milestones and representativeness of the data. One cycle of data was provided from a survey that did not meet the CAEP sufficiency response rate expectation.
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BYU-IDAHO REJOINDER TO STIPULATION 4.1

“The EPP did not provide sufficient evidence for required component 4.1. Data are not direct measures of completers and their impact on P-12 student learning.”

The states where our completers are commonly employed (Idaho, Utah, Arizona, Nevada) have confirmed that they cannot share student impact data with us (in terms of ISAT scores and the like). Recently the Idaho State Department of Education has made excellent progress on finding a way to potentially share standardized achievement test scores from the P-12 students of our completers. If these efforts proceed to fruition, this will provide us with direct impact measures from our completers to their students. In addition to these data, our Field Services Office will contact our 11 partner districts each year to collect Danielson observation data for our newly hired completers. As Danielson scores have been shown to impact student learning (Milanowski, 2011

<https://pdfs.semanticscholar.org/7ca8/a5e5ab978347b7da709d45e32ccdcf281c39.pdf>), this will be our measure of impact on public school students. This is a similar strategy to example 1 that is found in the *CAEP Standard 4 Evidence: A Resource for EPPs* (pages 2-4, <http://caepnet.org/~media/Files/caep/standards/guidancecomponent41september2017.pdf?a=en>)

- To date (January 30, 2019) 8 of our 11 partner districts have agreed to send us these data each year. These districts include:
 - Mesa (Arizona)
 - Weber (Utah)
 - Madison (Idaho)
 - Rigby (Idaho)
 - Bonneville (Idaho)
 - Fremont (Idaho)
 - Blackfoot (Idaho)
 - Granite (Utah)
- Still waiting for permission from:
 - Vegas (Nevada)
 - Jordan (Utah)
 - Davis (Utah)

These 11 districts regularly hire 42% of our new completers who obtain employment each year. We will be performing an analysis each year to ensure that these completers employed in the

above districts are representative of our overall population of newly employed completers in terms of age, gender, race, socio-economic status and program content area.

These data will be collected the first week of June each year. This will allow completers to finish a year of teaching and will allow administrators to finish the school year but will be before they leave for their summer break. Data collection will be completed by the Data/Accreditation specialist under the direction of the Associate Dean for Teacher Preparation Programs.

Two of our partner districts already have given us their numbers from last year and the averages as well as the quality of the data are promising as can be seen below.

Mesa Arizona – New BYU-I completer teaching effectiveness scores (1-4 with 4 being the highest)

Yr Grad	Grade Level	17-18	16-17	15-16	14-15	13-14
Fall 16	Social Studies - World History	2-Effective	2-Effective	x	x	x
Spr 16	English	2-Effective	x	x	x	x
Fall 18	6th	x	x	x	x	x
Fall 18	4th	x	x	x	x	x
Fall 17	1st	x	x	x	x	x
Spr	3rd	2-Effective	1-Developing	x	x	x
Fall 16	English 7th gr.	2-Effective	2-Effective	x	x	x
Fall 18	3rd	x	x	x	x	x
Win 18	2nd	x	x	x	x	x
Fall 14	Choir 9-12	2-Effective	3-Highly Effective	2-Effective	x	x
Win 13	Orchestra	3-Highly Effective	3-Highly Effective	3-Highly Effective	2-Effective	2-Effective
Fall 16	English	1-Developing	x	x	x	x
Win 18	2nd	x	x	x	x	x
Win 15	Choir 7-8	2-Effective	x	x	x	x
Fall 13	Orchestra	x	x	x	x	x
Win 18	Math Honor Geometry & Geometry	x	x	x	x	x

Spr 14	Math Geometry & Honors Geometry	2-Effective	2-Effective	2-Effective	1-Developing	2-Effective
win 15	Social Studies - World History	3-Highly Effective	2-Effective	2-Effective	2-Effective	2-Effective
fall 18	SLD 3/4	x	x	x	x	x
Fall 17	Special Ed. MOMD	2-Effective	x	x	x	x
	6th	2-Effective	x	x	x	x
Win 18	6th	x	x	x	x	x
Fall 16	Special Ed. LD k-3	3-Highly Effective	x	x	x	x
	4th	x	x	x	x	x
	2nd	3-Highly Effective	x	x	x	x
	2nd	3-Highly Effective	3-Highly Effective	2-Effective	2-Effective	x
Fall 16	5th	3-Highly Effective	x	x	x	x
	Special Ed. LD k-3	3-Highly Effective	3-Highly Effective	x	x	x
Fall 17	4th	2-Effective	x	x	x	x
Averages		2.47	2.33	2.2	1.75	2

The data from Weber School District in Utah are even more promising because they include a P-12 student growth metric for each instructor as can be seen below. (1-4 scale with 4 being the highest)

	Professional Performance	Student Growth	Total Evaluation Score	Overall Effectiveness
	1.52	3	1.82	Effective
	1.43	2	1.54	Developing/Emerging
	2.33	2	2.26	Effective
	2.05	1	1.84	Effective
	1.71	3	1.97	Effective
	1.52	3	1.82	Effective
	1.95	3	2.16	Effective

Averages	1.79	2.43	1.92	Effective

Although this includes only 2 of our 8 districts who have agreed to send us their data by next June, we are eager to obtain the rest of the data and to see if other districts include P-12 student growth scores similar to Weber School District. This would give us an additional direct measure of impact on P-12 student growth.

BYU-IDAHO REJOINDER TO STIPULATION 4.2

"The EPP did not provide evidence required for component 4.2. Data are not direct measures of completers' effective application of professional knowledge, skills, and /or dispositions."

As indicated in our response to stipulation 4.1, we will be collecting Danielson Summative Evaluations from 42% of our recently employed completers by working with our 11 partner districts. Knowledge, skills and dispositions will be tracked through the scores following on the Danielson Framework for Teaching.

The Danielson Framework assesses teaching "**Knowledge**" by using the following sub-domains:

- 1a – Demonstrating Knowledge of Content and Pedagogy
- 1e – Designing Coherent Instruction
- 1f – Designing Student Assessments

Completers show their **knowledge** by providing artifacts/evidence in the forms of lesson plans, unit plans, lesson objectives that are tied to state standards, assessment plans, rubrics, etc.

The Danielson Framework assesses teaching "**Performance/Skills**" by using the following sub-domains:

- 2a – Creating an environment of Respect and Rapport
- 2b – Establishing a Culture for Learning
- 2c – Managing Classroom Procedures
- 2d – Managing Student Behavior
- 3a – Communicating with Students
- 3b – Using Questioning and Discussion Techniques
- 3c – Engaging Students in Learning
- 3d – Using Assessments in Instruction
- 3e – Demonstrating Flexibility and Responsiveness

Completers show their **skills** by providing artifacts and classroom evidence that shows their interactions with students, student interactions with students, expectations for learning and achievement, transitions, instructional groups, classroom routines, monitoring student behavior, directions for activities, explanation of content, discussion techniques, student engagement, and response to student's interests.

The Danielson Framework assesses “**Dispositions**” by using the following sub-domains:

- 4d – Participating in a Professional Community
- 4e – Growing and Developing Professionally
- 4f – Showing Professionalism

Completers show their **Dispositions** by providing artifacts and classroom evidence that shows their relationships with colleagues, participation in school/district projects, receptivity to feedback, service to the school, ethical conduct, service to students, and their compliance with school and district policies.

- To date (January 30, 2019) 8 of our 11 partner districts have agreed to send us these data each year. These districts include:
 - Mesa (Arizona)
 - Weber (Utah)
 - Madison (Idaho)
 - Rigby (Idaho)
 - Bonneville (Idaho)
 - Fremont (Idaho)
 - Blackfoot (Idaho)
 - Granite (Utah)
- Still waiting for permission from:
 - Vegas (Nevada)
 - Jordan (Utah)
 - Davis (Utah)

These 11 districts regularly hire 42% of our new completers who obtain employment each year. We will be performing an analysis each year to ensure that these completers employed in the above districts are representative of our overall population of newly employed completers in terms of age, gender, race, socio-economic status and content areas.

These data will be collected the first week of June each year. This will allow completers to finish a year of teaching and will allow administrators to finish the school year but will be before they leave for their summer break. Data collection will be completed by the Data/Accreditation specialist under the direction of the Associate Dean for Teacher Preparation Programs.

In case the reviewer for 4.2 is not the same reviewer as 4.1, we’ve again included the data tables below. Two of our partner districts already have given us their numbers from last year and the averages are promising as can be seen below.

Mesa Arizona

Yr Grad	Grade Level	17-18	16-17	15-16	14-15	13-14
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Fall 16	Social Studies - World History	2-Effective	2-Effective	x	x	x
Spr 16	English	2-Effective	x	x	x	x
Fall 18	6th	x	x	x	x	x
Fall 18	4th	x	x	x	x	x
Fall 17	1st	x	x	x	x	x
Spr	3rd	2-Effective	1-Developing	x	x	x
Fall 16	English 7th gr.	2-Effective	2-Effective	x	x	x
Fall 18	3rd	x	x	x	x	x
Win 18	2nd	x	x	x	x	x
Fall 14	Choir 9-12	2-Effective	3-Highly Effective	2-Effective	x	x
Win 13	Orchestra	3-Highly Effective	3-Highly Effective	3-Highly Effective	2-Effective	2-Effective
Fall 16	English	1-Developing	x	x	x	x
Win 18	2nd	x	x	x	x	x
Win 15	Choir 7-8	2-Effective	x	x	x	x
Fall 13	Orchestra	x	x	x	x	x
Win 18	Math Honor Geometry & Geometry	x	x	x	x	x
Spr 14	Math Geometry & Honors Geometry	2-Effective	2-Effective	2-Effective	1-Developing	2-Effective
win 15	Social Studies - World History	3-Highly Effective	2-Effective	2-Effective	2-Effective	2-Effective
fall 18	SLD 3/4	x	x	x	x	x
Fall 17	Special Ed. MOMD	2-Effective	x	x	x	x
	6th	2-Effective	x	x	x	x
Win 18	6th	x	x	x	x	x
Fall 16	Special Ed. LD k-3	3-Highly Effective	x	x	x	x
	4th	x	x	x	x	x

	2nd	3-Highly Effective	x	x	x	x
	2nd	3-Highly Effective	3-Highly Effective	2-Effective	2-Effective	x
Fall 16	5th	3-Highly Effective	x	x	x	x
	Special Ed. LD k-3	3-Highly Effective	3-Highly Effective	x	x	x
Fall 17	4th	2-Effective	x	x	x	x
Averages		2.47	2.33	2.2	1.75	2

The data from Weber School District in Utah also show the effectiveness of our completers employed there.

	Professional Performance	Student Growth	Total Evaluation Score	Overall Effectiveness
	1.52	3	1.82	Effective
	1.43	2	1.54	Developing/Emerging
	2.33	2	2.26	Effective
	2.05	1	1.84	Effective
	1.71	3	1.97	Effective
	1.52	3	1.82	Effective
	1.95	3	2.16	Effective
Averages	1.79	2.43	1.92	Effective

Although this includes only 2 of our 8 districts who have agreed to send us their data next June, we are eager to see the rest of the data.

Strategy for Tracking Employed Completters

Standards 4.1-4.4 all rely on our ability to track our employed completers. As an EPP, we have not done this in the past but have relied on data collected with our alumni survey that the university sends out 1-year and 5 years after graduation.

The EPP will now more formally track completers by:

- The Field Services Office has now updated the exit survey required of all student teachers to include updated contact information including their cell phone number and a personal e-mail address (not their student e-mail address from BYU-Idaho). In addition, the survey now asks about any offers of employment that the candidate has

already received. This revision took place in time for our Dec. 2018 student teachers to complete the survey (See Appendix 3).

- Each August, our Field Services Records Coordinator will also send out a list of student teaching candidates from the past year to the Area Coordinators.
- Area Coordinators will report back to the Field Services Office any employment information they are aware of for those completers.
- The Office of Institutional Research administers a survey at graduation and one year after graduation for all graduates at BYU-Idaho. They will also begin administering an additional survey 90 days after graduation starting with the April 2019 graduates. All of these surveys ask about up-to-date personal and employer contact information.
- At the beginning of August of each year, the Data Specialist will also send out a short survey to completers in their first 3 years asking for: updated contact information and place of employment. This will hit the teachers before they get busy at the beginning of the school year.
- For those who don't complete this short survey, we will contact the alumni office for current information they have on file.
- These data will be funneled to our Data Specialist for the purposes of tracking down employed completers in time to submit our information to Boise State University for their ICEP survey of completers and employers. All of these efforts will allow us to more fully fulfil CAEP 4.1-4.4.

BYU-IDAHO REJOINDER TO STIPULATION 4.3

"The EPP did not provide evidence required for component 4.3. Data on significant components of employer satisfaction were missing."

We will use the ICEP Employer Survey (Appendix 4) to send to all of our completers 1-year after graduation. Previously we only had this survey sent to employers in Idaho but starting in the Dec. 2018 survey we had it sent to our employers outside of Idaho as well. As we more fully implement our tracking plan above, we will have more complete contact information for our completers and their employers outside of Idaho. In an effort to maximize response rates, Boise State gives us a list of those who haven't responded a week before the survey closes. Starting in January 2019, we made personal calls to each of those employers asking them to complete the survey.

Once data are returned to BYU-Idaho, the Data Specialist will receive the report and combine the information with data from previous years. S/he will prepare this information for the Dean and Associate Dean of Teacher Preparation Programs and will also present the information annually to the Education Coordinating Council at the beginning of the Fall Semester. All of these players will analyze the data for their appropriate level (the Dean, Associate Dean and the Education Coordination Council for the EPP-level analysis and the programs and program directors for the program-level analysis).

As the ICEP survey does not address promotion, retention and employment milestones, BYU-Idaho will annually send out a survey to a sample of our employed completers 3 years after graduation. This survey will ask directly about if the completer is still employed in a school system after 3 years (retention and tenure milestone). Additionally, we will ask about any promotions or other milestones such as additional certifications, leadership positions, etc., that the completer may have achieved in that 3-year time frame.

BYU-IDAHO REJOINDER TO AFI 4.4

“The EPP did not provide sufficient evidence of requirement 4.4. Analysis and interpretation of completer satisfaction data was incomplete.”

Although we did not receive a stipulation for CAEP 4.4, we feel the need to change our procedures here to better meet the standard. The changes below will allow us to be in line with the rest of the state and will provide more consistency in our data collection each year. This should also address the AFI for 4.4. We will use the ICEP Alumni Survey to send to all of our completers 1-year after graduation (See Appendix 5).

Previously we only had this survey sent to completers employed in Idaho but starting in the Dec. 2018 survey we had it sent to our completers outside of Idaho as well. As we more fully implement our tracking plan delineated previously, we will have more complete contact information for our completers outside of Idaho.

To ensure a sufficient response rate, we are reminding our candidates at the end of their program (in the exit survey in student teaching) (see Appendix 3) that it is important for them to complete this survey. Boise State also gives us a list of those who haven't responded a week before the survey closes. Starting in January 2019, we made personal calls to each of those completers asking them to complete the survey.

As with 4.3 above, once data are returned to BYU-Idaho, the Data Specialist will receive the report and combine the information with data from previous years. S/he will prepare this information for the Dean and Associate Dean of Teacher Preparation Programs and will also present the information annually to the Education Coordinating Council at the beginning of the Fall Semester. All of these players will analyze the data for their appropriate level (the Dean, Associate Dean and the Education Coordination Council for the EPP-level analysis and the programs and program directors for the program-level analysis).

Standard 5. PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

General rules for Standard 5:

- Components 5.3 and 5.4 are required.
- At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.

- Cycles of data must be sequential and be the latest available.
- EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
5.1 Provider evidence documents that the system supports disaggregation of data by specialty licensure area and other dimensions (e.g., over time, by race/ethnicity, gender, etc.), and regularly uses these data to inform operational effectiveness and continuous improvement.	Evidence was partially verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. These reviews include an outcomes and assessment system that programs are responsible for reporting to the university. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.1 Provide evidence of a quality assurance system for all programs, with regular reviews for operational effectiveness. This should include data review and analyses using a coherent set of multiple measures.	Evidence was partially verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. These reviews are based on outcomes and assessments specific to the program. However, evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.2 Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.	Evidence was not verified. References to Praxis tests and Framework for Teaching observations were made in the SSR and during the site visit specifically to this standard component. No evidence was provided that any EPP-created assessments are scored at the minimal level of sufficiency per the CAEP Assessment Rubric.

Task	Evidence was or was not verified
5.2 Documentation that EPP-created assessments (except for surveys) have: a. Established content validity b. Interrater reliability or agreement at .80 or 80% or above (except for surveys)	Evidence was not verified. No evidence was provided that any EPP-created assessments are scored at the minimal level of sufficiency per the CAEP Assessment Rubric, nor were there any specific references to content validity or interrater reliability.
5.2 Documentation that evidence is relevant (related to standard), verifiable (accuracy of sample), representative (specificity on sample characteristics), cumulative (3 cycles or more), and actionable (in a form to guide program improvement).	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided. References to the Praxis test scores and the Framework for Teaching were also made for this task. Missing from the references were analyses of the evidence in support of standard 5.2.
5.2 Documentation that interpretations of evidence are consistent, accurate and supported by data/evidence.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.3 The provider documents that it regularly and systematically: reviews quality assurance system data, identifies patterns across preparation programs (both strengths and weaknesses), uses data/evidence for continuous improvement, and tests innovations. Evidence that data-driven changes are ongoing and based on systematic assessment of performance, most (80% or more) program modifications are linked back to evidence/data with specific	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.

Task	Evidence was or was not verified
examples provided, and evidence/data from standards 1 through 4 are cited and applied.	
5.3 Specific examples that most (80% or more) change and program modifications are linked back to evidence/data for all programs.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.3 Evidence/data from Standards 1-4 are cited and applied for all programs.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Also during the site visit, the EPP referenced that annual reviews of Praxis and Framework for Teaching summative data are reviewed, but evidence of these analyses was not provided. Multiple follow-up requests were made for evidence that connect the university program reports to CAEP standards. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.3 Documentation that EPP regularly and systematically does the following for all programs: <ol style="list-style-type: none"> 1. Reviews quality assurance system data 2. Identifies patterns across preparation programs (both strengths and weaknesses) 3. Uses data/evidence for continuous improvement 	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. While these reviews demonstrate some of the efforts described for this task, missing was evidence that these reviews are aligned with CAEP standards.
5.4 CAEP's eight outcome and impact measures are monitored and reported together with the following:	Evidence was not verified. During the site visit, the EPP provided limited evidence for some of the annual measures.

Task	Evidence was or was not verified
<ul style="list-style-type: none"> a. Analysis of trends b. Comparison with benchmarks c. Data inform future directions 	Missing was analysis of the collected data and how it can be used to inform continuous improvement.
5.4 Evidence that the eight outcome and impact measures and their trends are posted on the EPP's website.	Evidence was not verified. During the site visit, the EPP stated that the measures are not publicly available.
5.4 CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions anticipated.	Evidence was not verified. During the site visit, the EPP provided limited evidence for some of the measures. Missing was relevant analysis of the collected data that inform the indicators in standard 5.4 for all of the eight measures.
5.5 Provider documents specific evidence of diverse stakeholder involvement through multiple sources in each of the following areas: decision-making, program evaluation, and selection and implementation of changes for improvement.	Evidence was not verified. During the site visit, interviews with stakeholders provided some evidence of informal involvement. Missing was formal documentation/system of any of these stakeholder involvements or processes, as well as: how data are collected, and how these data are used to inform decision-making, program evaluation, and selection and implementation of changes for improvement.
5.5 Data/evidence of collected feedback for decision-making, program evaluation, and selection and implementation of changes for improvement from diverse stakeholder involvement through multiple sources.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided. Interviews conducted on site provided evidence of some informal processes for stakeholders to provide input. Missing was evidence that feedback is collected within a quality assurance system

Task	Evidence was or was not verified
	that inform decision-making, program evaluation, and selection and implementation of changes for improvement.

Summary regarding completeness and accuracy of evidence related to Standard 5

a. Summary of findings

In the Self-Study Report (SSR), the EPP noted that the quality assurance system is multifaceted through the university-level annual Outcomes and Assessment reports, the Field Services Office (FSO), and at the program level. Along with the evidence items submitted with the SSR, statements about processes and examples of forms were provided.

In the Formative Feedback Report (FFR), evidence in need of verification of the quality assurance system centered around four areas representative of standard 5:

1. Three cycles of candidate data for all referenced assessments, disaggregated by programs when appropriate, and analyzed.
2. Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Evaluation Rubric.
3. CAEP's eight outcome and impact measures are monitored and reported, along with analysis of trends, comparison with benchmarks, and data used to inform future directions.
4. Data/evidence of collected feedback for decision-making, program evaluation, and selection and implementation of changes for improvement.

During the site visit, the EPP provided a written response to these requests, and along with additional items, emphasized two particular pieces of evidence: Appendix 82: Quality Assurance Systems by Program, and Appendix 83: Evidence of Data-Based Decisions-Quality Assurance Systems. These two items were also referenced during onsite follow-up requests for evidence. In short, these items were provided as the primary evidence of quality assurance systems that function at the program level.

b. Analysis of Program-Level data

1. Evidence that is consistent with meeting the standard

As indicated in the standard 1-4 reviews, the EPP is committed to the development of teacher candidates. This commitment was further revealed during the onsite visit through interviews with EPP faculty and staff, school partners, candidates, and completers. These interviews indicated that there are some informal processes in place to gather data that could potentially inform some aspects of program improvement. For example, some of the principals indicated

that they were partners in some of the placement decisions, and believed that they had a collaborative, informative voice as a stakeholder.

2. Evidence that is inconsistent with meeting the standard

Throughout the evidence review processes involving the SSR, the onsite visit, and the follow-up requests, it became clear that the EPP does not function as a unit, and as a result, does not have a quality assurance system that informs the unit as a whole, nor the programs as connected parts within the unit. The EPP has self-identified that this approach to a quality assurance system is inconsistent with meeting the standard, and has focused the selected improvement plan goal on standard 5.1.

As described in the reviews above of standards 1-4, some of the evidence provided by the EPP does not meet the general rules for each standard. Additionally, the majority of evidence provided lacks critical pieces that prevent the item from meeting sufficiency requirements. For example, in standard 1, three cycles of Praxis scores and observation scores from the Framework for Teaching were provided, which were also disaggregated by programs. However, missing was an analysis of the trends, patterns, comparisons, and/or differences of these data, and how they support standard 1 components. Another example, from standard 2, includes evidence collected through the SSR and interviews that stakeholders provide input and influence programmatic changes. Again, missing from this evidence item is the analysis of these collected data: how the data were collected, documented, and analyzed for continuous improvement consistently across all programs.

Upon reviewing all evidence provided in the SSR and collected during the site visit, the EPP's current approach to a quality assurance system is inconsistent with meeting almost all components of standard 5, including the general rules for the standard. The EPP has received one AFI for standard 5.1, and four stipulations for standards 5.2-5.5.

1. Preliminary Findings

In the SSR, the EPP centers the quality assurance system discussion around two main principles:

1. Programs are responsible for reporting to the university on an annual and triannual basis.
2. The program reviews are based on assessment and outcomes.

The processes and data used to build these program reports to the university are referenced throughout the SSR as the quality assurance system for the unit. Missing throughout these references (for program reporting for the university) as the quality assurance system for the EPP is: direct connection to the CAEP standards and how these program reports inform program improvement across the unit.

In response, the formative feedback report (i.e., preliminary findings) for standard 5 included a list of tasks for additional evidence to be provided in the response from the EPP. The response and additional evidence were provided during the site visit. The formative feedback report also included preliminary findings for two AFIs and three stipulations:

Areas for Improvement	Rationale
AFI (5.1) Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards.	While multiple measures are part of the data review, the system is disjointed with an incoherent set of assessments. Limited evidence is provided of a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards.
AFI (5.5) Specific evidence of diverse stakeholder involvement is documented through multiple sources in decision-making, program evaluation, selection and implementation of changes for improvement.	Limited evidence is provided on ways diverse stakeholders and their input are involved in the decision-making, program evaluation, selection and implementation of changes for improvement processes.

Stipulations	Rationale
Stipulation (5.2) Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.	Limited to no evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more), nor interpretations that are consistent, accurate and supported by data/evidence.

Stipulation (*5.3) A comprehensive plan that the EPP regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications.	Evidence provided is limited. While specific examples are provided (e.g., Spanish program changes, surveys administered by the FSO), evidence of data from a quality assurance system as defined by CAEP is missing.
Stipulation (*5.4) A comprehensive plan that CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions.	Evidence/direct reference to annual reporting of the eight outcome and impact measures is missing.

2. Onsite Visit

As described in the reviews above of standards 1-4, some of the evidence provided by the EPP does not meet the general rules for each standard. Additionally, the majority of evidence provided lacks critical pieces that prevent the item from meeting sufficiency requirements.

During the onsite visit, the EPP provided the review team with a response to the formative feedback report. The EPP's response also included some of the requested evidence items listed in the tasks. Follow up requests were made during the site visit for missing or additional evidence items.

Responses from the EPP to the follow-up requests made during the site visit were similar to what was stated in the SSR and the rejoinder: quality assurance systems operate at the programmatic level, primarily as a response to the university's assessment and outcomes reporting requirements.

Of the responses received from follow-up requests for evidence for standard 5, there are five responses that are of particular importance for the stipulations determined in this review.

Response #1:

In a follow-up request made during the site visit for general evidence requirements for standard 5:

*“-Provide three cycles of **candidate** data for **all** referenced assessments by each program (e.g., all key assessments listed by programs in Appendices 82 and 83).
-Provide an **analysis** of these data relevant to the standard.”*

The EPP response:

“Short answer – Not at the Teacher Preparation Unit level

*Long answer – The items that are required by our EPP of all programs, namely Praxis II and Danielson summative scores for senior practicum and student teaching, do meet this standard.
Plan – Once our new instructional core is in place, we plan to greatly centralize key assessments collection in the core and reduce the number of key assessments across all our programs. This will allow us to more effectively use TaskStream as well. Having a full-time permanent data analyst as well as an associate dean tasked with doing all of this will help immensely.”*

Missing from this written response is evidence of, or specific references to, evidence items that indicate: 1) three cycles of candidate data for all referenced assessments by each program in appendices 82 and 83, and 2) analyses of these data relevant to the standard.

Response #2:

In a follow-up request for EPP-created assessment sufficiency requirements:

“-For EPP-created assessments listed in the SSR and rejoinder (e.g., Appendices 82 and 83), provide evidence that at least 75% meet the minimal level of sufficiency as defined by the CAEP Assessment Rubric.”

The EPP response:

“I suspect the majority do, but the only programs that have formally established reliability and validity measures are Math and some of the assessments in ELED, ESCE & SPED.”

Missing from this response is evidence of, or specific references to, evidence items that indicate minimal level of sufficiency as defined by the CAEP Assessment Rubric for the referenced assessments in Math, ELED, ESCE and SPED.

Response #3:

In a follow-up request for evidence of the eight impact and outcome measures:

“-Provide evidence that all eight outcome and impact measures are monitored and reported annually, along with analysis of trends, comparison with benchmarks, and data used to inform future directions.”

The EPP response:

*"1. Impact – Pre-service - collected (pre-posttest assignment in student teaching), not reported in past, not analyzed, not compared, not used for decisions. In-service, not collected.
2. Teaching effectiveness - preservice – yes, meets all the criteria, in-service is not collected.
3. Employer surveys – ICEP survey used and analyzed. Positive results so no huge changes made. We missed deadline for one of the surveys so only have 2 years of data. We recently collected our own (shared in CAEP 4 feedback response report), very positive results in analysis, no comparison/trends since not collected previously.
4. Completer surveys – Alumni survey is collected 1 year and 5 years post-graduation. Monitored, reported, analyzed, and used to inform decisions, but alumni survey tends to have very low return rates but it does provide trends.
5. Grad rates – meets all the standards
6. meets all the standards
7. collected in alumni surveys, same answer as #4
8. collected, very low, not analyzed. I believe this is primarily something that CAEP wants to track for their purposes."*

Missing from this response is evidence of or specific references to evidence items that meet each annual reporting measure, along with evidence that analyses of trends, comparisons with benchmarks, and data are used to inform future directions for programs.

Additionally, in a follow-up request for publicly available annual reporting data:

"-Provide evidence these data are publicly available"

The EPP response:

"Have not been shared publicly"

This response self-identifies publicly available annual reporting data as an area for future improvement for the EPP.

Response #4:

In a follow-up request for evidence of stakeholder involvement through multiple sources:

"-Provide evidence from programs that stakeholder involvement through multiple source are used for decision-making, program evaluation, and selection and implementation of changes for improvement. As with ALL evidence items submitted for consideration, data should meet the following criteria:

**Disaggregated by program where appropriate*

**Three cycles of data*

**Sequential and latest available*

**Analysis of data provided"*

The EPP response:

"The evidence we have are in Appendix 83 and 84"

Although the EPP response specifically references evidence items, the follow-up requests were made after review of these evidence items determined they were insufficient for meeting general standard guidelines. That is, appendices 83 and 84 did not provide evidence that stakeholder involvement is used for decision-making, program evaluation, and selection and implementation of changes for improvement within a quality assurance system.

Response #5:

In follow-up requests for evidence of a quality assurance system that the EPP regularly and systematically uses, the EPP responded with the following:

Follow-up request:

"-Provide documentation (e.g., through analysis of data) that evidence is relevant, verifiable, representative, cumulative and actionable."

EPP response:

"Certainly, the Praxis and Danielsons are. The program reviews (I'll put in caep evidence room) would need to be analyzed program by program (again, we haven't been set up with a centralized EPP structure). However, the program review data do show that evidence collected is relevant (they document that they made decisions and changes based on the data), verifiable (they have to document the data, representative (typically data presented are based on ALL students and not just on a representative sample), cumulative (program reviews must present a summary of at least 3 years of data) and actionable as evidenced by the fact that program reviews also document changes made based on the data."

Follow-up request:

-Provide documentation that interpretations of evidence (i.e., analyses of data) are consistent, accurate and supported by data/evidence.

EPP response:

In program reviews, programs must present the data, explain how they made decisions based on those data. This is the documentation we have.

Follow-up request:

-Disaggregated by programs, provide the evidence/data used to inform most (80% or more) change and program modifications.

EPP response:

Program reviews should indicate that all the stated changes are linked back to the data since that's how the report is set up. I don't think most programs document all of their decisions and changes so it would be impossible to calculate a percent, not knowing the denominator.

Follow-up request:

-Evidence/data from Standards 1-4 are cited and applied for all programs within their quality assurance systems.

EPP response:

Every 3 years, every program must go before the University Curriculum Council (the Dean of Teacher Preparation Programs served on this committee during the previous round of program reviews so sees the reviews of each program). Every program must submit a yearly outcomes and assessment report (which feeds into the program reviews).

At the EPP level, we regularly (at least yearly) review with the Education Coordinating Council all disaggregated Praxis and Danielson summative data.

Missing from these responses are evidence of or specific references to evidence items that meet/ support the indicators defined in standard 5.3.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Areas for Improvement	Rationale
AFI (5.1) Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards.	Limited to no evidence provided that a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards are used within a unit-level quality assurance system. This standard component was self-identified by the EPP for the selected improvement plan.

Stipulations:

Stipulation	Rationale
Stipulation (5.2) Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.	No evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more),

	nor interpretations that are consistent, accurate and supported by data/evidence.
Stipulation (*5.3) A comprehensive plan that the EPP regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications.	Evidence of data from a quality assurance system for the unit is missing. In the SSR, specific examples are provided (e.g., Spanish program changes, surveys administered by the FSO) for program-level reporting for the university. However these program reports for the university operate separately from one another, and are not connected within a unit, nor are they aligned with CAEP standards. This finding was verified and confirmed by the EPP during the site visit.
Stipulation (*5.4) A comprehensive plan that CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions.	In the SSR, evidence and/or direct reference to annual reporting of the eight outcome and impact measures were not included. In follow-up requests for these measures, the EPP provided a written response, but evidence items or references to specific evidence items were not provided.
Stipulation (5.5) Specific evidence of diverse stakeholder involvement is documented through multiple sources in decision-making, program evaluation, and selection and implementation of changes for improvement.	In the SSR and during the visit, limited evidence (e.g., informal conversations not connected to formal data collection) was provided on ways diverse stakeholders and their input are involved in the decision-making, program evaluation, selection and implementation of changes for improvement processes.

BYU-IDAHO REJOINDER TO AFI 5.1

"Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards... Limited to no evidence provided that a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards are used within a unit-level quality assurance system."

Although 5.1 was not a stipulation, in order to fully enact the plan for the other components of CAEP standards 4 and 5, we need to significantly revise our Quality Assurance System. This

should ameliorate the AFI for 5.1 as well. This was also the focus of our Selected Improvement Plan for CAEP.

Goals and Objectives

To achieve improvement in 5.1, we will need to accomplish several sequential but related goals:

- Restructure the education programs on campus so as to emphasize a centralized EPP. We have had a functioning Education Coordinating Council with representatives from each college with an education program in it, however, we are currently structured with a non-centralized EPP where programs are independent, autonomous and have the power to implement what they see fit with little governance by the EPP generally. A change is necessary to ensure the ability to implement a Quality Assurance System at the EPP level.
- Establish the leadership and personnel necessary to fully implement a Quality Assurance System that meets CAEP 5.1. This will necessitate establishing an Associate Dean position as well as a Data/Accreditation Specialist position.
- Establish common EPP-wide forms, policies, rubrics and assessments necessary to begin to more coherently meet CAEP 3, 4 and all of standard 5.

Strategies for Interventions

Some may see these goals as far from realistic and achievable, however, we have been planning and laying the groundwork for these steps for over a year now. The following strategies have been implemented:

- Restructuring of Education Programs – Timeline: Completed Fall 2018
 - In September and October 2018, proposals were submitted and presented to the President and Academic Vice President of the university to restructure our education programs. The purpose of this restructuring was, in part, to more fully establish a centralized EPP. The approved plan was announced on October 26, 2018. This plan:
 - Moved the common instructional core faculty out of the Elementary and Special Education Department and into the content areas to better facilitate a connection between these faculty and the content areas. This change also clearly establishes that the common instructional core is not owned by one department but overseen by the EPP. This provides clearer responsibility for the EPP to meet Idaho Core Teaching Standards by collecting and tracking data on the effectiveness of the common instructional core.
 - Clearly establish the Dean of Teacher Preparation Programs as the head of our EPP unit.
 - Provided the Dean the authority to enact EPP-wide policies and procedures (such as enacting the Quality Assurance System).

- Leadership and Personnel – Timeline: Completed January 1, 2019 and March 2019
 - In October 2018 we were able to announce an Associate Dean for Teacher Preparation Programs. Dr. Jackie Nygaard began his duties in January 2019. We were pleased that the administration recommended this be a 50% administrative position even though we had originally only asked for a 25% position (how often does that happen?).
 - Hire a data and accreditation specialist. We proposed this position in March of 2018. We have received approval for this position and should be able to post the announcement in February 2019. All campus-level approvals have been received and we are just awaiting final board approval.
- Common Forms and Policies – Timeline: 2019
 - A common dispositions rubric was completed in December 2018 (Appendix 6).
 - A common selectivity and tracking/checkpoints document was approved July 2018 and the revised version received final approval in December 2018 (see CAEP 3.2 rejoinder).
 - Established procedures for CAEP 4. Completed December 2018 (See CAEP 4 rejoinder).
 - Our new common instructional core will go into effect April 2019. Key assessments were identified in Winter 2018.
 - Programs will narrow down and clearly define key assessments (Winter 2019).
 - Establish a data management computer system fully with integration with our learning management system. The university is working to establish a university-wide data management system. During Fall 2018 the university put out a RFP and narrowed the options down to 3 providers. In December, those providers made presentations to the university. We are now in the process of finalizing a decision. Over the summer of 2019, systems integration will be performed and we will be able to start using the new system Fall 2019. In the meantime, we are using Task Stream and other temporary methods to collect and track data.
- Implementation of Procedures – Timeline: Fall 2018-2021
 - This timeline will allow us time to fully collect 3 cycles of data prior to our mid-cycle accreditation visit.

Capacity to Implement and Complete Plan

As 80-90% of the foundational structure of the plan has already been completed (new positions, restructuring departments and establishing our EPP), we feel confident that this plan is realistic. The costliest parts of this plan, a ½ time Associate Dean and a permanent Data

Specialist, have already been implemented and/or approved at the campus level. The necessary structural changes for our colleges, departments and education programs have also already been approved and implemented. The data collection and analysis plans in CAEP 4, 5.2, 5.3, 5.4 and 5.5 are underway.

Timeline to More Fully Implement Quality Assurance System (See CAEP 5.2-5.5 for more details)

- Winter 2019 - Clarification of what standards are covered by the new instructional core and what standards are covered by the specific programs.
- Winter 2019 - Each program does a crosswalk between yearly Outcomes and Assessment reports (required by the university for all programs) and State standards.
- Winter 2019 - Narrow down the number of KEY assessments used to assess and track program level outcomes and state standards.
- Winter 2019 – The Associate Dean for Accreditation develops a new Annual Outcomes and Assessment report template to be completed by each program to better tie the report to state and CAEP standards.
- Fall 2019 - The Outcomes and Assessment annual report will now be the same as accreditation yearly update.
- Winter 2020 – Based on an established schedule, each program will report every other year to the Education Coordinating Council on their Outcomes and Assessment annual reports. At this time each program will also updates its electronic evidence room with updated artifacts. The ECC assigns 2 members to review the program and its artifacts similar to an accreditation visit for that program.

BYU-IDAHO REJOINDER TO STIPULATION 5.2

“Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.” And “No evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more), nor interpretations that are consistent, accurate and supported by data/evidence.”

The primary assessments of our Quality Assurance Plan are:
(Note: *= EPP-created assessments)

Knowledge

- Praxis Scores
- Key Assessments in our Common Instructional Core classes:
 - ED 200 – Teaching as a Profession - *Philosophy Statement

- ED 304 – Educational Psychology and Cognitive Development - *Pre-post Knowledge-Based Assessment
- ED 344 – Literacy I - Idaho Comprehensive Literacy Assessment
- ED 361 - Principles of Teaching – *Lesson Plan
- ED 461 – Reading in the Content - State Literacy Assessment
- SPED 360 – Inclusive Diverse Education and Learning - *Case Study-Ethnographic Interview
- ED 492 – Student Teaching – *Unit

Since our Common Instructional Core is new, some of the above assessments will be developed in Winter Semester 2019 to go live in our Spring Semester 2019.

Performance

- Danielson Summative Observations during:
 - Early Practicum
 - Senior Practicum
 - Student Teaching

Dispositions

- Our *Common Dispositions Rubric (Appendix 6)
 - The Professionalism section is given in each required education class each semester. The ISDE Dispositions indicators are administered in each practicum class and in student teaching.

Note: No survey or assessment used to meet Standard 4 is EPP-created.

Meeting CAEP Sufficient Guidelines for EPP-Created Assessments

Under the direction of the Associate Dean for Teacher Preparation, in conjunction with the Data/accreditation Specialist, each EPP-created assessment will be validated based on the BYU-I EPP Guide to Assessment Quality (Appendix 7). This will be done for EPP level assessments as well as program level assessments. The purpose of this guide is to outline a process by which the quality of EPP key assessments are documented and tracked. The CAEP Evidence Guide highlights that “Perhaps the most important takeaways are that evidence comes from multiple sources, its validity is systematically examined, and, especially, the data are used by the EPP for purposes of continuous improvement.” The BYU-I EPP Guide to Assessment Quality (Appendix 7) documents the systematic examination of overall assessment quality and validity for the use in continuous improvement.

The Assessment Quality Assurance System at BYU-I will be made up of three main components 1) an Assessment Tracking Document (Appendix 8), 2) Assessment Specification Document (Appendix 9), and 3) Key Assessments. The purpose of the Assessment Tracking Document is to

provide an index for all key assessments. This document provides an overview of each EPP-created assessment and links out to detailed assessment documentation. The Assessment Specification Document provides a detailed description of the assessment including the administration, purpose, content, scoring, reliability of data, and validity of inferences. The key assessments are simply the assessment artifacts.

The Assessment Tracking Document (Appendix 8) is an Excel file that is used to index and provide a brief overview of key assessments. The following are a description of the columns in the document:

- **Program Name:** contains the name of the program associated with the key assessment
- **Assessment Name:** the name of the key assessment
- **ASD:** a hyperlink to the Assessment Specifications Document for the key assessment
- **Assessment Description:** This brief description of the key assessment should provide a general overview of the assessment
- **Content Overview:** Provides a brief description of the content of the assessment
- **Assessment type:** A description of the nature of the assessment (e.g., multiple-choice, free response, essay, observation, etc.)
- **Delivery Method:** A description of how the assessment is administered (e.g., Learning Management System, Classroom, Practicum)
- **Course:** If applicable, the course in which the assessment resides
- **Linked Outcomes:** List of program-level or EPP-level outcomes associated with the assessment
- **Semester(s) Administered:** List of the semester(s) in which the assessment is administered
- **Target Audience:** A description of assessment participants
- **Scheduled Review:** The semester in which the Assessment Specifications Document will be reviewed.
- **Owner:** The name and email of the individual responsible for the maintenance and delivery of the assessment

The purpose of the Assessment Specification Document is to help ensure key program assessments are of high quality. Academic programs will use the information and prompts in the document to describe and then self-evaluate key program assessments (including surveys used as assessments) in the following areas:

1. Administration and Purpose
2. Content
3. Scoring
4. Reliability of data
5. Validity of inferences

The detailed descriptions of the assessment, as described in the document, should cumulatively address the eight CAEP general principles of a quality assessment, namely 1) validity, 2) reliability, 3) relevance, 4) representativeness, 5) cumulativeness, 6) fairness, 7) robustness, and 8) actionability (<http://caepnet.org/~media/Files/caep/knowledge-center/caep-evidence-guide.pdf?la=en> pages 16-21).

The Assessment Specifications Document will be reviewed by EPP administrators (Associate Dean & Data Specialist) prior to being accepted as a key assessment and included as a core program document.

Timeline for completion: Initial vetting of EPP-created instructional core assessments – Winter 2019, Program-level key assessments - ongoing and reviewed during the program's bi-annual program outcomes and assessment review.

BYU-IDAHO REJOINDER TO STIPULATION 5.3

"A comprehensive plan that the EPP regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications." "Evidence of data from a quality assurance system for the unit is missing. In the SSR, specific examples are provided (e.g., Spanish program changes, surveys administered by the FSO) for program-level reporting for the university. However, these program reports for the university operate separately from one another, and are not connected within a unit, nor are they aligned with CAEP standards."

Structural Changes to Establish a Centralized EPP

In order to fully achieve the requirements of CAEP standard 5.3, we have had to make significant structural changes. As mentioned in our CAEP 5.1 rejoinder, we have not functioned previously as an EPP unit. Programs have functioned quite autonomously. The following changes have established the organizational structure to allow us to function coherently as an EPP:

4/2016 – We established a Dean of Teacher Preparation Programs for the first time with responsibilities to coordinate all education programs on campus.

9/2017 – We began work on a fully Common Instructional Core for all education programs.

12/2017 – Common Instructional Core was approved with specific classes, outcomes and mapping to InTASC standards.

3/2018 – Request for a full-time position for a data/accreditation specialist (approved by university, will start sometime in the beginning of Spring 2019).

7/2018 – The Education Coordinating Council approved a checkpoints document to facilitate Standard 3.2.

7/2018 – The Education Coordinating Council approved a comprehensive quality assurance plan.

10/2018 - Associate Dean of Teacher Preparation approved (Dr. Jackie Nygaard, Ed.D. began January 2019).

10/2018 – Made structural changes to the Teacher Education Department to further emphasize the centrality of the EPP (moved some faculty, changed the name of the department and moved the Common Instructional Core under the EPP rather than just under one department).

12/2018 – Moved all EPP positions to one common location in the Hinckley Building (previously the positions have all been in different buildings). The dean, the associate dean, and the Field Services Office will all be together to facilitate communication, coordination and emphasize the EPP unit.

All of these changes have worked together to build a foundation whereby we can truly function as an EPP unit. We are excited to now have this foundation so that we can have a formal system in place to regularly and systematically review our data, make data-based decisions and track the effectiveness of those decisions.

Plan to “Regularly and Systematically Review Quality Assurance System Data.”

Data will be updated each year during our August recess by our new Data Specialist under the direction of the Associate Dean of Teacher Preparation. These data will include EPP-level data such as: Praxis scores, Danielson Summative Evaluations, dispositions scores, key assessments from the Common Instructional Core (including student teaching assessments), recruitment numbers (CAEP 3.1), and the 8 CAEP annual reporting measures. At the beginning of the school year (September), EPP-level analyses will be completed by the Dean, Associate Dean, the Data Specialist and the directors of the Field Services Office. At the first meeting of the Education Coordinating Council in September, EPP-level recommendations will be discussed. The Education Coordinating Council will make decisions regarding those recommendations and implement action plans.

Reports and data disaggregated by program will also be presented so that individual programs can analyze their data and trends in time for their yearly outcomes and assessment report (due in January each year). This will allow programs time to determine if curriculum changes are in order based on the data. Curriculum changes are due each year in March. Additional program-level data will also be collected by the program areas and reported in their annual University Outcomes and Assessment Report and their bi-annual report to the Education Coordinating Council.

The University requires all programs to participate in a program review every 3 years. This is a formal report and presentation to the Associate Vice President for Curriculum and the University Curriculum Council. The presentation is a compilation, summary and analysis of the yearly Outcomes and Assessment Reports. In the past, only individual programs participated in this review but the EPP as a unit was not involved. The University will now also require the EPP

to report in these program reviews and will require the EPP to submit its own annual Outcomes and Assessments reports.

Further, the EPP will conduct a mid-cycle review of each education program (1.5 years after the program's Program Review). This mid-cycle review will be presented to the Education Coordinating Council and will present data from key assessments which support program outcomes and will include specific ties to State and CAEP standards as well as an update of their artifacts in our Accreditation evidence room for that program.

Another important piece to our plan to ensure alignment to State standards and code is that any proposed curriculum changes by programs are now reviewed by the Dean of Teacher Preparation Programs to ensure alignment to standards. For changes affecting multiple programs (such as changes to core classes), the Education Coordinating Council also reviews the changes. Curriculum changes cannot proceed for full approval until this standards review is complete.

Ensuring that Changes and Decisions are Based on Data and Tracked

As a means to better track data, decisions and subsequent follow-up data on those decisions, we have put into place the Decision Tracking Tool (Appendix 10). This will be used to track decisions as well as the impact and efficacy of those decisions at the EPP level. This Decision Tracking Tool will also be shared with programs so that they too can track their program-level decisions and impacts.

This document will be populated and updated with Education Coordinating Council meeting decisions, Field Services Office meeting decision, yearly EPP Advisory Committee meeting decisions and with decisions based on the yearly data presentations from the Data Specialist to the Education Coordinating Council. In this way, all major changes can be documented and their impact on candidate quality and eventual impact on P-12 students can be tracked.

BYU-IDAHO REJOINDER TO STIPULATION 5.4

"A comprehensive plan that CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions...In the SSR, evidence and/or direct reference to annual reporting of the eight outcome and impact measures were not included."

Although we had collected data previously on some of the 8 annual reporting measures, no regular analysis was completed and there was no website created for presenting these measures for public consumption. We have now created our webpage at <http://www.byui.edu/education-human-development/annual-reporting>, posted our data and have established procedures for more fully collecting, analyzing and publishing the data and their trends. Our responses to CAEP 4 and 5 detail how these data are collected. Our response

to CAEP 5.3 documents how we will analyze trends, make decisions based on these data and track the effectiveness of those decisions.

Six of the 8 reporting items were gathered and reported in the initial CAEP report. Items 1 and 2 will now be regularly collected as part of our plan for Standard 4. We have been able to work with some of our partner districts (where we place our student teachers) during December to collect preliminary data for items 1 and 2. These will all be reported on our new EPP webpage at <http://www.byui.edu/education-human-development/annual-reporting>. As we enact our new Quality Assurance System, the completeness, depth and quality of the data reported on the website will increase.

These numbers will be updated each year during our August recess by our new Data Specialist under the direction of the Associate Dean of Teacher Preparation. At the beginning of the school year (September), EPP-level analysis will be completed by the Dean, Associate Dean, the Data Specialist and the directors of the Field Services Office. At the first meeting of the Education Coordinating Council in September, EPP-level recommendations will be presented along with reports and data disaggregated by program so that individual programs can analyze their data and trends in time for their yearly outcomes and assessment report (due at the end of each calendar year). This will also allow programs time to determine if curriculum changes are in order based on the data. Curriculum changes are due each year in March.

BYU-IDAHO REJOINDER TO STIPULATION 5.5

“Specific evidence of diverse stakeholder involvement is documented through multiple sources in decision-making, program evaluation, and selection and implementation of changes for improvement...In the SSR and during the visit, limited evidence (e.g., informal conversations not connected to formal data collection) was provided on ways diverse stakeholders and their input are involved in the decision-making, program evaluation, selection and implementation of changes for improvement processes.”

BYU-Idaho assures appropriate stakeholders, including alumni, employers, practitioners, school and community partners, student teachers, mentor teachers, and BYU-I faculty will be involved in the EPP program evaluation, improvement plans, and implementation of changes for improvement processes.

Program Evaluation and Improvement

Program evaluation and decisions for program changes are informed through regular surveys of teacher candidates, annual surveys of completers, annual partner school personnel feedback (administrators, mentor teachers), annual survey of program faculty members, and annual advisory council meetings. We will document our practices and plans for each activity below.

Teacher Candidates

At the end of the student teaching semester, teacher candidates complete an online survey (Appendix 3) regarding their BYU-Idaho preparation experiences. Survey items ask teacher candidates to identify strengths and weaknesses related to (1) academic programs, (2) student teaching supervisors, and (3) mentor teachers. The survey will also include open-response items to allow teacher candidates to provide suggestions for improvement. Survey results will be summarized and reviewed annually with the Education Coordinating Council (ECC). The ECC includes a program director or leads from each of the education programs at BYU Idaho. Each education program will include survey results data and analysis in the program review or annual program review update. The survey analysis will be used to inform program reviews and related improvement plans.

Completers

BYU-Idaho surveys completers one year after teacher candidates complete their respective programs with the ICEP completer survey. The survey is administered by Boise State University. In addition, the BYU-Idaho Alumni Association surveys completers at the time of graduation, and post-graduation at the one and five-year marks. The Alumni survey asks completers to identify specific areas of strength and weakness and solicits open-ended improvement feedback. Survey results will be summarized and reviewed annually with the Education Coordinating Council. Each education program will include survey results, data and analysis in their program review or bi-annual outcomes and assessment update. The survey analysis will be used to inform program reviews and related improvement plans.

Employers/Partner School Districts

Each semester, Partner School Districts interview and select the teacher candidates that are placed in their building for student teaching. Principals provide detailed written feedback regarding students whose interviews were considered to be deficient (Appendix 11). An analysis of feedback will be shared with the ECC and the respective programs. Partner School District level administrators and principals will be given a yearly online survey. The survey will provide information about the strengths and weaknesses in the student teaching experience, programs, student teaching supervisors and area coordinators. The survey will also solicit open-ended improvement feedback on how individual programs might be improved. Survey results will be summarized and reviewed annually in the ECC data review meeting.

Mentor Teachers

Mentor Teachers are given an online survey at the end of each semester they serve as a mentor (Appendix 12). This survey asks mentors specifics regarding strengths and weaknesses in programs, supervisors, and area coordinators. This survey also asks their opinion on how our programs might be improved. The results of these surveys will be summarized and shared in ECC.

BYU-Idaho Education Faculty

BYU-Idaho education faculty will be given a yearly survey. This survey asks them specifics regarding program and EPP strengths and weaknesses. This survey also asks their opinion on

how our programs might be improved. The results of these surveys will be summarized and shared in our ECC.

Advisory Council

BYU-Idaho will form an EPP-level advisory council. In the past we have had program-level but not an EPP-level advisory council. Advisory council members will include: at least one partner school principal, mentor teachers from the elementary and secondary levels, one Area Coordinator, parent of a school-age student, employed completers who are working in the elementary and secondary levels, an employed Special Education completer, and others as identified or needed. All meetings will be documented through attendance logs, agendas, and minutes. The advisory council will meet annually to discuss pertinent issues, review relevant data including survey and teacher candidate performance information, and develop written improvement recommendations. Advisory council recommendations will be shared with the ECC during the annual data review meeting.

Selection and Implementation of Changes for Improvement Process

Stakeholders will be involved in the implementation of the changes and in the improvement plans as the process continues to cycle through annual iterations. BYU-Idaho will track stakeholder decisions, implementation and supporting data through our tracking tool which we identified in standard 5.3. Those changes will feed back into the process to provide future data which will help us regularly reevaluate our programs and continually make decisions leading to continual improvement. Dates, summaries of changes, etc. will be reported out to the ECC on a yearly basis.

Summary Chart for 5.5 Plan

<u>Stakeholder</u>	<u>Involvement in Program Evaluation</u>	<u>Involvement in Decision-Making, Improvement Plan, and Implementation of Changes</u>
<u>Candidates & Student Teachers</u>	<ul style="list-style-type: none">Exit SurveyCourse EvaluationsGraduate Survey	<ul style="list-style-type: none">ECC and Programs use evaluation results to establish improvement plans.

<u>Completers</u>	<ul style="list-style-type: none"> • Advisory Committee • ICEP Completer Survey • 1 year & 5-year post-graduation surveys 	<ul style="list-style-type: none"> • Advisory Committee makes recommendations to EPP and Programs. • ECC and Programs use evaluation results to establish improvement plans.
<u>Employers and Districts</u>	<ul style="list-style-type: none"> • ICEP Employer Survey • Admin/principal survey • Advisory Committee • Principal interviews and selection input of candidates. (When principals give a “1”, they fill out a form explaining why). 	<ul style="list-style-type: none"> • Advisory Committee makes recommendations to EPP and Programs. • ECC and Programs use evaluation results to establish improvement plans.
<u>Mentor Teachers and other Teachers</u>	<ul style="list-style-type: none"> • Mentor Teacher Survey to include: programs, student teaching experience, student teaching supervisors and area coordinators • Advisory Committee recommendations 	<ul style="list-style-type: none"> • Advisory Committee makes recommendations to EPP and Programs. • ECC and Programs use evaluation results to establish improvement plans.
<u>BYUI Faculty and Programs</u>	<ul style="list-style-type: none"> • BYUI Faculty Survey • ECC minutes • Key common assessments in the core classes • Advisory Committee 	<ul style="list-style-type: none"> • ECC and Programs use evaluation results to establish improvement plans. • EPP-level decisions made in ECC.
<u>Parents of P-12 Students</u>	<ul style="list-style-type: none"> • Advisory Committee 	<ul style="list-style-type: none"> • Advisory Committee makes recommendations to EPP and Programs.

Timeline for 5.5 Plan



Key "✓" = completed

CROSS-CUTTING THEME: TECHNOLOGY

From the May 2018 CAEP Accreditation Handbook (p. 53):

The technology crosscutting theme addresses incorporation of technology to improve the effectiveness of school and district functions, enhance instruction, and manage student and assessment data while engaging students in the applications of technology to learning experiences.

The CAEP standards make explicit references to applications of technology in the following areas:

- Standard 1
 - "Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice."
- Standard 2

- “Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaborations.”
- “Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points...to demonstrate candidates’ development of the knowledge, skills, and professional dispositions...associated with a positive impact on the learning and development of all P-12 students.”
- Standard 3
 - “Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.”

a. Summary regarding adequately and accurately use of evidence related to technology

In the SSR, the EPP occasionally references the use of technology throughout the standards. The importance of preparing candidates to work with technology in the preparation of teacher candidates is a recognized value in the SSR narrative provided by the EPP. In alignment with CAEP’s definition of the cross-cutting theme of technology, the formative feedback report identified three specific areas in standards 1-3 in need of additional evidence. Partial evidence was provided in the Response to the FFR, and requests for additional evidence were made during the site visit.

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of technology

1. Partial evidence specific to technology standards in coursework or clinical experience (Standard 1, component 5).
2. Partial evidence specific to demonstrated proficiencies in the use of technology by candidates (Standard 1, component 5).
3. Partial evidence provided on candidates’ ability to design and facilitate digital learning (Standard 1, component 5).
4. Limited evidence that candidate and students use technology to enhance learning (Standard 2, component 3).
5. Limited evidence that candidates used technology to track student progress and growth (Standard 3, component 4).

c. Evidence that inadequately demonstrates integration of cross-cutting theme of technology

1. No evidence provided on candidates’ ability to track and share student performance data digitally (Standard 1, component 5).

2. No submitted evidence demonstrated candidates' uses of data to guide instructional decision-making (Standard 2, component 3).
3. No submitted evidence identified specific criteria for the appropriate use of technology (Standard 2, component 3).
4. No submitted evidence of monitoring proficiencies of candidates at two or more measures/gateways of candidate progression of integration of use of technology (Standard 3, component 4).

CROSS-CUTTING THEME: DIVERSITY

From the March 2016 CAEP Accreditation Handbook (p. 13):

- Standard 1
 - Emphasizes "candidates" must demonstrate skills and commitment that provide all P-12 students access to rigorous college and career standards.
- Standard 2
 - Clinical experiences that prepare candidates to work with all students.
- Standard 3
 - Providers committed to outreach efforts to recruit a more able and diverse candidate pool.
 -

From the CAEP Accreditation Handbook:

"All students" is the focus in Standard 1, and InTASC standards that comprise component 1.1 imply, also, the full range of allied InTASC performances, essential knowledge, and critical dispositions that are extensions of those standards. Those characteristics also incorporate scores of references to cultural competence, individual differences, creativity and innovation, and working with families and communities (p. 81).

- a. Summary regarding adequately and accurately of evidence related to diversity

In the SSR, the EPP references themes of diversity throughout the standards. The importance of recruiting and preparing candidates to work with all P-12 learners is a recognized value in the SSR narrative provided by the EPP. In alignment with CAEP's definition of the cross-cutting theme of diversity, the formative feedback report identified three specific areas in standards 1-3 in need of additional evidence. Partial evidence to support these claims were provided in the SSR, and requests for additional evidence were made in the formative feedback report and during the site visit.

- b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of diversity

1. The EPP provided interviews with faculty, candidates, and completers. (Standard 1)
 2. A list of practicum sites was provided (Standard 2).
 3. Candidate demographic data was provided (Standard 3).
- c. Evidence that inadequately demonstrates integration of cross-cutting theme of diversity
1. The EPP did not provide multiple indicators/measures specific to evaluating proficiencies for candidates to show knowledge in differentiation, critical thinking, transfer of skills and collaboration to meet the minimum sufficiency requirements to inform P-12 students in college and career readiness. (Standard 1)
 2. Placement/demographic data was not provided for all clinical experiences that inform preparation of candidates to work with all learners (Standard 2).
 3. Evidence of data used in planning and modification of recruitment strategies not verified (Standard 3).

Response: SELECTED IMPROVEMENT PATHWAY

The EPP has identified a plan to address Standard 5, specifically 5.1. No plan was provided in the SSR. At the on-site visit, identification of the standard of focus was shared. Four primary goals and corresponding deadlines have been identified by the EPP. Monetary resources to meet the stated goals have already been dedicated by campus administration. Individuals responsible for each goal have not been identified. Evidence for how the plan will lead to a higher level of excellence beyond what is provided in the standards was not provided.

Rubric for Evaluating the Selected Improvement Initiative Plan

Indicator	Undefined	Emerging	Meets Expectation	Exceeds
Focal area alignment and rationale for selection driven by self-study	Selected area is unrelated to any CAEP standard(s), components, or thread of diversity or technology. The choice of the selected area is based on such things as faculty interest and expertise and is	Selected area is aligned to multiple CAEP standard(s), components, or thread of diversity or technology without identifying the relationship between the standards and/or	Selected area is aligned to CAEP standard(s), component(s), or thread of diversity or technology. The rationale for the selected area is grounded in data from the self-study and supports the choice of the	Selected area is directly aligned to specific CAEP standard(s), component(s) and/or thread of diversity or technology. The rationale for the choice of the selected area is grounded in data from the self-study and is

	not supported by data from the self-study. No baseline is established for future improvement.	components. The rationale provides general statements on the selection that are not grounded in data provided from the self-study. Limited data from the self-study support the choice of the selected area as needing improvement and/or no baseline is established.	selected area as needing improvement. A baseline is established for future improvement.	a natural extension of the data analysis. Data support the selection of the area as needing improvement. A baseline is established for future improvement.
Goals and objectives are identified and align with selected area	Goals and objectives do not align with the identified selected area for improvement and are stated in vague, poorly defined terms. Stated goals and objectives do not lend themselves to measurement and simply define expectations or processes. Potential to have a positive impact on the provider or its candidates is not addressed.	Goals and objectives are ill-defined and lack specificity. Goals and objectives are identified, but marginally align with the identified area or limited to a few programs. Goals and objectives do not identify the desired outcome or indicators of success making evaluation of project problematic. Selected goals and objectives would not document a	Goals and objectives are appropriate, specific and well-defined. Goals and objectives align with selected area, involve multiple programs in the provider, and are stated in measurable and performance based outcomes. Desired outcomes and indicators of success are identified and have the potential to	Goals and objectives are appropriate, specific and well-defined. Goals and objectives directly align with selected area for improvement, involve most programs in the provider, and are stated in measureable performance based outcomes. Desired outcomes and indicators of success are identified and

		positive impact on the provider.	document a positive impact on the provider.	have the potential to document a positive impact on the provider.
Strategies for intervention	General guidelines are presented for making program improvements. No specific strategies, initiatives, or interventions are identified. No timeline for achieving goals and objectives is provided.	Series of activities or initiatives are identified, but lack clarity and specificity. Identified activities or initiatives are only marginally aligned to selected area for improvement. A general timeline is included, but lacks specificity.	Strategies, initiatives and/or interventions are identified and linked to goals and objectives for selected area for improvement. A yearly timeline is included. Plan includes criteria for evaluation and monitoring of strategies and interventions.	Detailed description of strategies, initiatives and/or interventions is provided & linked to goals and/or objectives. Yearly timeline identifies goals to be achieved yearly. Plan includes specific criteria for evaluation and monitoring of strategies and interventions.
Data collection and analysis	A generalized plan is presented for data collection, but lacks specificity and details. No description is provided on how assessments were selected, how the process would be monitored, and how data were to be analyzed.	The presented assessment plan is underdeveloped and does not include how improvement will be assessed based on baseline data from the self-study. Plan does not link back to goals and objectives. A description for collecting, monitoring, and analyzing data is	Includes an assessment plan to measure improvement based on baseline data from the self-study. Plan is clearly described and assessments are linked to goals and objectives. Plan for collecting, monitoring, and analyzing data is provided. A description of how	A detailed assessment plan is included that measures the amount of improvement in the selected area. Plan clearly describes how each goal and objective will be measured. Plan for collecting, monitoring, and analyzing data is detailed and complete. A description and

		not provided. No description or rationale for selection of assessment is provided.	assessments were selected is provided.	rationale for the selection of assessments were provided.
Capacity to implement and complete plan	The provider's capacity to implement and complete the SIP is not apparent. A general description of the overall plan is provided, but specific criteria on indicators, actions, evaluation, and monitoring processes are not provided or are incomplete.	The provider's capacity to implement and complete the SIP is inconsistently defined. No specific costs are identified in terms of staff time and/or other expenses identified with implementation and data collection.	Specific capacity resources are identified and described including cost associated with staff and faculty time, faculty expertise, and travel cost. The provider's capacity to implement and complete the SIP is documented.	A detailed description of specific capacity resources are identified and described including staff and faculty time, faculty expertise, travel and training cost, and other resources associated with data collection, monitoring, and analysis. The provider's capacity to implement and complete the SIP is well-defined and documented.
Overall evaluation of the SIP	When reviewed as a whole, the proposal lacks specificity, clarity, and coherency. While one or more areas may meet expectations, the overall plan is incomplete or inappropriate.	When reviewed as a whole, the overall proposal shows promise, but there are significant areas for improvement that must be addressed. These areas must be clarified or enhanced to	When reviewed as a whole, the overall plan meets expectations. While there may be one or two weaknesses (lacks specificity, etc.), these weaknesses do not impact the overall SIP.	All components of the plan meet expectations and no weaknesses were identified.

		meet expectations.		
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BYU-Idaho Appendices for the Rejoinder

Appendix 1

Relevant Data Collection for Recruitment and Retention Plan

	Actual (2017-2018)	Actual (2018-2019)	Benchmark (2019-2020)	Target (2020- 2021)	Target (2021- 2022)
# of high school fairs visited by admissions					
# of high school students indicating interest in education majors (interest card submitted)					
Efforts on Academic Ability					
Average sophomore GPA of teacher candidates (after 30 credits)	3.26				
Average HS ACT scores of teacher candidates	22.31				
# of high school students attending content-specific high school conferences/ competitions at					

BYU-I					
Diversity					
Scholarships awarded (needs based/SES status/Pell Eligible)	General Scholarships : 602 Academic Scholarships : 274 Internship Scholarships : 1 Leadership Scholarships : 4 Merit Scholarships : 3 Legacy Scholarships : 7 Talent Scholarships : <u>24</u> TOTAL AWARDS GIVEN: 915				

# of rural schools visited					
# of states represented by Ed students					
# minority teacher candidates	14.1%				
# EL teacher candidates					
%Male %Female candidates	18% 82%				
Employment Needs					
# Candidates employed in STEM					
# Candidates employed in ELL					
# Candidates employed in Special Education					
# Candidates employed in [other areas of shortage]					

To facilitate targeting students in high need areas, the educational hiring websites from local states will be disaggregated according to the following chart to help teacher candidates identify “high need” areas.

Job Openings Listed on State Websites by Area

For this section, we will be highlighting states in which most of our students seek employment. We will use each state's education posting websites as our primary source of information to track the impact of employment availability on our recruitment numbers. Since most education jobs are posted in the Spring, we will gather this data each Spring.

Websites: Wyoming Idaho Utah Arizona Nevada

	Actual (Nov 2018)	Actual (Spring 2019)	Actual (Spring 2020)	Actual (Spring 2021)	Actual (Spring 2022)
IDAHO					
Art Education					
Early Childhood/Special Education					
Elementary Education	4				
English Education	3				
Family and Consumer Sciences Education					
History Education					
Math Education	3				
Music Education					
Science Education	3				
Special Education					
Theater Education	1				
World Languages/ENL Education					

UTAH					
Art Education	1				
Early Childhood/Special Education	1				
Elementary Education	20				
English Education	4				
Family and Consumer Sciences Education	2				
History Education	4				
Math Education	11				
Music Education	5				
Science Education	7				
Special Education	35				
Theater Education	2				
World Languages/ENL Education	14				
WYOMING					
Art Education	3				
Early Childhood/Special Education					
Elementary Education	9				
English Education	1				

Family and Consumer Sciences Education	2				
History Education					
Math Education	4				
Music Education	2				
Science Education	2				
Special Education	8				
Theater Education					
World Languages/ENL Education	4				
ARIZONA					
Art Education	8				
Early Childhood/Special Education	25				
Elementary Education	36				
English Education	8				
Family and Consumer Sciences Education					
History Education	5				
Math Education	10				
Music Education	10				
Science Education	8				

Special Education					
Theater Education	1				
World Languages/ENL Education	14				
NEVADA					
Art Education	2				
Early Childhood/Special Education	7				
Elementary Education	51				
English Education	8				
Family and Consumer Sciences Education					
History Education	2				
Math Education	6				
Music Education	8				
Science Education	6				
Special Education	38				

Theater Education					
World Languages/ENL Education	5				

The following is a data chart that will be used to determine enrollment trends in teacher education for the 2018-2019 school year. This form will be used in subsequent years to track student enrollment in specific programs.

Teacher Candidates by Program Area

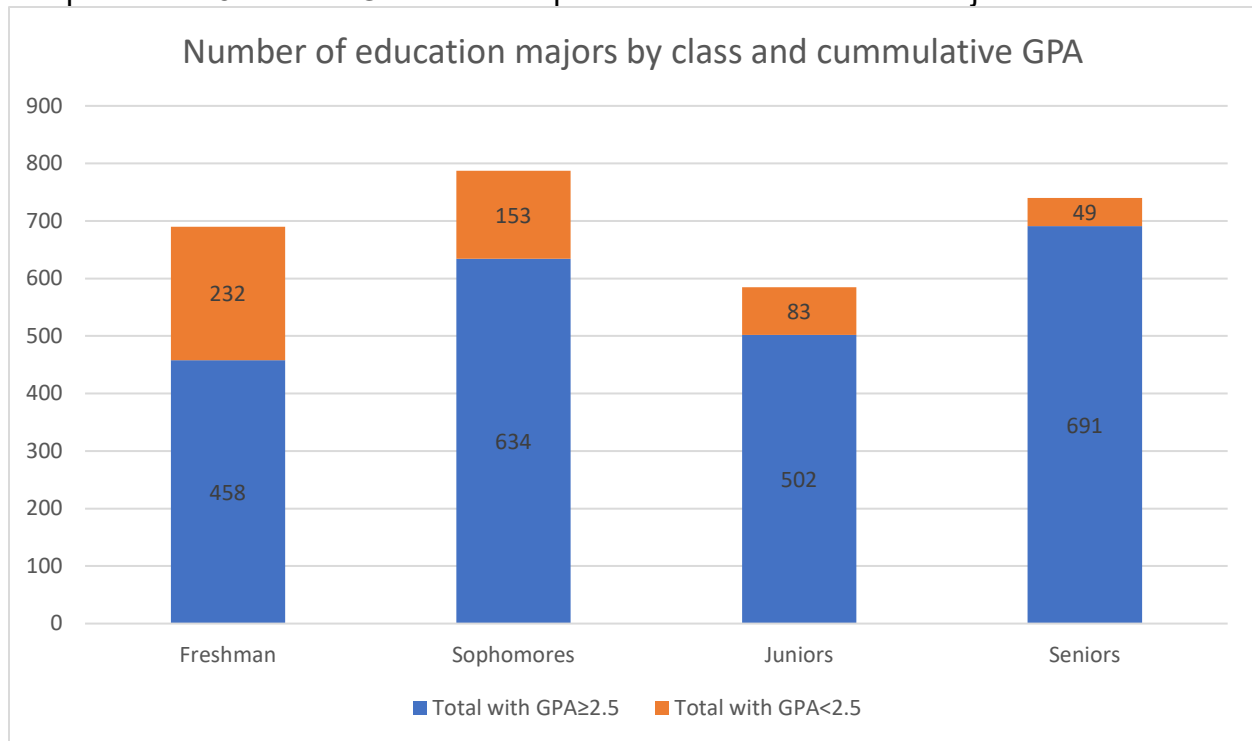
	Actual (2016- 2017)	Actual (2017- 2018)	Actual (2018- 2019)**	Target (2019- 2020)	Target (2020- 2021)
Art Education	184	165	170		
Early Childhood/Special Education	416	431	395		
Elementary Education	1439	1410	1251		
English Education	284	280	262		
Family and Consumer Sciences Education	128	121	104		
History Education -Social Studies - Minors	173 95	228 75	196 59 55		
Math Education	179	154	140		
Music Education	212	211	220		
Science Education -Biology Education	78	90	75		

- Chemistry Education	9	16	13		
- Earth Science	33	24	16		
- Physics	17	13	14		
Special Education	216	200	171		
Theater Education	72	54	51		
World Languages/ENL Education	122	107	92 123		
- Minor TESOL			12		
- Minor French			42		
- Minor Spanish					

**The number of students minoring in each of the areas was only available in the current year and will be available for subsequent year.

Appendix 2
BYU – Idaho GPA Analysis by Class

Snapshot of 2.5 student GPA cutoff impact on current Education majors



Freshman			
Total in Class with GPA	690		
Total with GPA≥2.5	458	66%	
Total with GPA<2.5	232	34%	
Total with no GPA	132		

Juniors			
Total in Class with GPA	585		
Total with GPA≥2.5	502	86%	
Total with GPA<2.5	83	14%	
Total with no GPA	17		

Sophomores			
Total in Class with GPA	787		
Total with GPA≥2.5	634	81%	
Total with GPA<2.5	153	19%	
Total with no GPA	35		

Seniors			
Total in Class with GPA	740		
Total with GPA≥2.5	691	93%	
Total with GPA<2.5	49	7%	
Total with no GPA	2		

Appendix 3
Student Teacher Exit Survey

As you are completing your student teaching experience, what are your upcoming plans?

- Seek employment as a teacher
- Seek employment in a different occupation
- Continue with a graduate program
- I will not be seeking employment

In what state are you planning to seek employment as a teacher?

- Idaho
- Utah
- Arizona
- Nevada
- Other

If you are seeking employment as a teacher, please include an email address or phone number where you can be reached to help us further evaluate our programs during your first few years of teaching.

Indicate the education major (or first endorsement) you earned through your preparation program.

- Art
- Biology
- Chemistry
- ECSE
- Earth Science
- ELED
- English
- Family Consumer Science
- History
- Math
- Music
- Physics
- Spanish
- SPED K-12
- Social Studies
- Theater

Indicate the minor (or second endorsement) you earned through your preparation program.

- American Government
- Art
- Biology
- Chemistry
- Chinese
- Earth Science
- Economics
- Elementary Middle School Language Arts
- Elementary Middle School Math
- Elementary Middle School Science
- Elementary Middle School Social Studies
- English
- Foreign Language

- Geography
- German
- Health
- History
- Math
- Natural Science
- PE
- Physical Science
- Physics
- Russian
- Spanish
- TESOL
- Theater
- Other

In which state did you student teach?

- Idaho
- Utah
- Arizona
- Nevada

Have you already accepted employment as a teacher in that state?

- Yes
- No

If you have already accepted employment, please share the name of the district and school in which you will be teaching. Please share the grade level and content area in which you will be teaching, along with an email address (one you plan to use once you leave BYU) and cell phone number so that we can keep in contact with you to help us further evaluate our programs during your first few years of teaching.

While student teaching, were you able to teach in your major and/or minor content areas?

- Yes
- No

In what grade level did you student teach?

- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Special Ed/Resource

Do you feel your preparation program prepared you to use Danielson's Framework for Teaching to guide your personal teaching practice?

- Agree
- Neutral
- Disagree

In which of the following areas do you feel your professional preparation program was strong in preparing you for teaching?

- Content and Pedagogy
- Practicum (prior to student teaching)
- Technology to enhance learning
- Management of procedures/transitioning
- Self-reflection in an effort to be flexible and responsive
- Maintaining accurate records
- Communicating with parents
- Collaborating with colleagues
- Differentiating to meet diverse needs
- Helping students assess their own learning
- Supporting English language learners (ELL)
- Teaching methods and strategies
- Assessment
- Engagement
- Motivation and Management

In which of the following areas do you feel your professional preparation program was weak in preparing you for teaching?

- Content and Pedagogy
- Practicum (prior to student teaching)
- Technology to enhance learning
- Management of procedures/transitioning
- Self-reflection in an effort to be flexible and responsive
- Maintaining accurate records
- Communicating with parents
- Collaborating with colleagues
- Differentiating to meet diverse needs
- Helping students assess their own learning
- Supporting English language learners (ELL)
- Teaching methods and strategies
- Assessment
- Engagement
- Motivation and Management

Would you recommend BYU-Idaho place another teacher candidate with your mentor teacher?

- Yes
- No

If you answered NO to the above question, please indicate who that mentor is, the school, and the reasons for your answer.

In regard to your mentor teacher, how effective was his/her coaching and feedback?

- **CONSENT- SDE**

- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

In regard to your mentor teacher, how effective was he/she in modeling best practices and being professional?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

How effective, in terms of being constructive and helpful, was the feedback given by your supervisor following observations?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

If your experience with your supervisor was not effective at all, please identify who your supervisor was and give some feedback regarding that individual.

Evaluate the effectiveness of your cohort experience during student teaching.

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

If your cohort experience was not effective at all, please share some ways in which the experience could be improved in future semesters.

Rate your overall student teaching experience.

- Exceptional
- Satisfactory
- Unsatisfactory

If your student teaching experience was unsatisfactory, please explain why.

Thank you for filling out this Exit Survey. In order to continue to improve our programs here at BYU-Idaho, there will be times that you will be asked to participate in surveys that will be sent out by the University and also by the state of Idaho through Boise State University (the ICEP Alumni Survey). Please watch for such invitations and be willing to complete these surveys as you teach in public schools during the next few years.

- I will do my best to respond to such correspondence in an effort to help improve the program for those who follow me.

Please rate the teacher/employee on this scale: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4)

- (1) The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.
- (2) The teacher/employee uses instructional strategies that promote active learning.
- (3) The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.
- (4) The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.
- (5) The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.
- (6) The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.
- (7) The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.
- (8) The teacher/employee uses strategies that support new English language learners.
- (9) The teacher/employee helps learners assess their own learning.
- (10) The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.
- (11) The teacher/employee honors diverse cultures and incorporates culturally- responsive curriculum, programs, and resources.
- (12) The teacher/employee has a positive effect on student achievement according to state assessments.
- (13) The teacher/employee uses technology to enhance learning and learning environments.
- (14) The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.
- (15) The teacher/employee uses self-reflection as a means of improving performance.
- (16) The teacher/employee maintains accurate records.
- (17) What do you consider to be the major strengths of the teacher preparation program?
- (18) What improvements would you suggest for the teacher preparation program?

Alumni are asked "As a result of my professional preparation, I feel prepared to do the following according to this scale (Unsatisfactory, Basic, Proficient, Distinguished, Not Applicable).

- (1) Teach the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.
- (2) Use instructional strategies that promote active learning.
- (3) Use knowledge of learning, subject matter, curriculum, and learner development to plan instruction.
- (4) Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.
- (5) Choose teaching strategies for different instructional purposes and to meet different learner needs.
- (6) Evaluate the effects of his/her actions and modifies plans accordingly.
- (7) Encourage students to see, question, and interpret ideas from diverse perspectives.
- (8) Teach in ways that support new English language learners.
- (9) Helps students assess their own learning.
- (10) Teach students with a wide variety of exceptional needs.
- (11) Honors diverse cultures and incorporates culturally- responsive curriculum, programs, and resources.
- (12) Have a positive effect on student achievement according to state assessments.
- (13) Use technology to enhance learning and learning environments.
- (14) Understand the value of working with colleagues, families, and community agencies to meet learner needs.
- (15) Use self-reflection as a means of improving performance.
- (16) Maintain accurate records.




Professional Dispositions Assessment

Dispositions: Attitudes, values, and beliefs as demonstrated by words and actions related to being an effective educator.

Candidate's Name:	
Viewer's Name:	
Checkpoint:	ce:

Procedures: The following rubric will be used to assess the dispositions of candidates at each checkpoint in the teacher preparation program. Faculty members, practicum and student teaching supervisors, and lead teachers are encouraged to provide comments related to the indicators of a candidates' disposition at any point in a candidate's program. Comments related to dispositions will be kept in the candidate's file by the Dean of Teacher Preparation. This form will be completed at each checkpoint in the program. This rubric is to be used as a tool to assist candidates as they develop the dispositions of a successful teacher. Any area that is identified as being unacceptable or developing will be discussed with the candidate. If the candidate wishes to continue in the teacher preparation program, a plan for improvement with assessment points and a timeline will be developed by the candidate and his or her program advisor. Progress on the plan will be reviewed at or before the candidate's next checkpoint.

Reviewer: For each of the dispositions listed on the rubric, please mark the group of characteristics that best describes the candidate. If you are completing this form by hand, please circle the level in each category. If you wish to complete this form on the computer, please go to this link:

Comments:

Rubric is on the back of this page.

Professional Disposition Assessment				
Professional Commitments				
Category	4 – Exemplary	3 – Proficient	2 – Developing	1 – Unacceptable
Commitment to Individual Learners <small>(Lesson 2, SDE 1, 2, 3)</small>	Candidate demonstrates the belief that all students can learn. Strongly committed to serving those who are sometimes underserved. Persistent and responsive in trying to meet the needs of all learners. Respectful of diverse perspectives and cultures. Prepares for and values the uniqueness of the individual learner.	Candidate demonstrates the belief that most students can learn. Committed to serving those who are sometimes underserved in schools. Becoming responsive in trying to meet the needs of all learners. Respectful of diverse perspectives and cultures. Recognizes uniqueness of individual learner.	Candidate inconsistent in belief of individual learning and role of uniqueness in learning. Inconsistent in meeting individual needs. Inconsistent in respect of diverse perspectives and cultures.	Candidate does not demonstrate the belief that all students can learn. Candidate does not show commitment to serving those who are sometimes underserved in schools. He/she may lack persistence and responsiveness in trying to meet the needs of all learners.
Commitment to Improving Understanding <small>(Workshop 3, SDE 4)</small>	Seeks ways to improve content knowledge and teaching skills. Evaluates personal beliefs and suggestions made by others objectively. Accepts constructive criticism and is willing to modify behavior or practice. Takes time to reflect on work. Is aware of personal strengths and weaknesses and seeks to improve. Is flexible.	Understands need to improve content knowledge and skills. Cognizant of personal beliefs, understanding, strengths, and weaknesses, but inconsistent in improving. Listens to constructive criticism and makes efforts to modify behavior or practice. Reflects on work and experience.	Understands need to improve content knowledge and skills. Unaware of some personal beliefs, understanding, or weaknesses that need improving. Inconsistent in accepting constructive criticism and modifying behavior or practice based on feedback. Inconsistent in reflecting on work or experiences.	Disagrees with need to improve in one or more areas. Rarely listens to constructive criticism or outwardly rejects it. Rarely works to change behavior or practice and rarely reflects on work or experiences.
Commitment to Teaching <small>(Lesson 1, SDE 5, 6, 7, 8)</small>	Is consistent and diligent in planning for instruction and assessment. Strives to use a variety of teaching strategies appropriate for his/her content area and needs of students. Consistent and diligent in using assessment and other strategies as ways to improve student learning and personal practice.	Consistent in planning for instruction and assessment. Uses multiple teaching strategies appropriate for content area and needs of students. Uses assessments to reflect on student learning and personal practice.	Inconsistent in planning of instruction and assessment. Uses only a few or limited teaching strategies, some of which are intentional for content area or needs of students. Assessments used, but inconsistent in using them to reflect on student learning and personal practice.	Rarely plans instruction or assessment, or is negative about the need to do so. Uses only a few teaching strategies, often not intentional for content area and rarely based on needs of students. Assessments may be given, but never used to reflect or negative toward use of assessments.
Commitment to Professional Collaboration <small>(Lesson 4, SDE 9, 10)</small>	Collaborates with students, community and peers. Strives to find and use research-based teaching practices. Embraces and promotes collaborative planning and work opportunities. Creates professional and classroom learning communities.	Understands the need to collaborate in the learning process, and works to do so. Uses research-based teaching practices. Engages in professional learning communities and encourages classroom learning communities.	Inconsistent in collaboration with others and sometimes uses research-based teaching practices. Inconsistent in engaging in professional learning communities or encouraging the use of such in the classroom.	Negative toward the use of research-based teaching practices or the need to collaborate with others in professional learning communities. Does not encourage or use learning communities in the classroom.
Professional Behaviors				
Category	4 – Exemplary	3 – Proficient	2 – Developing	1 – Unacceptable
Social-Emotional and Cognitive Presence	Candidate consistently demonstrates self-confidence, enthusiasm, and a positive demeanor. Uses exceptionally good judgment. Demonstrates a strong ability to conceptualize by putting theory into practice. Habits of self-assessment and reflection are strong. Displays an inquiry and self-efficacy mindset.	Candidate generally demonstrates self-confidence, enthusiasm, and a positive demeanor. Judgment appears to be solid. Demonstrates ability to conceptualize by putting theory into practice. Habits of self-assessment and reflection are satisfactory.	Candidate inconsistent in demonstrating self-confidence, enthusiasm, and a positive demeanor. Judgment inconsistent. Inconsistent in ability to conceptualize by putting theory into practice. Habits of self-assessment and reflection are nearing satisfactory.	Candidate is lacking in self-confidence, enthusiasm, and/or a positive demeanor. Candidate's judgment may not always be adequate. Candidate demonstrates a difficulty with conceptualization in terms of putting theory into practice. Habits of self-assessment and reflection need improvement.
Compliance	Candidate complies with and encourages BYUI, school, district, and state regulations. Fully and consistently complies with and is positive about expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment completion.	Candidate complies with BYUI, school, district, and state regulations. Consistently complies with expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment completion.	Candidate complies with BYUI, school, district, and state regulations, but inconsistent in positive attitude about compliance. Inconsistent in complying with expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment completion.	Candidate rarely complies with BYUI, school, district, and state regulations. Rarely complies with expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment completion. Has negative attitude about compliance.

Professional Behavior	Communication	Consistently demonstrates confidentiality in professional communication with all stakeholders in oral, electronic, or written forms. Demonstrates appropriate use of social media. Does not utilize device for personal or non-educational purposes. Communicates as necessary with supervisors, teachers, mentors, or students. Written and verbal communication clear, organized, professional, and consistent with professional educator.	Understands need to be confidential in communication. Demonstrates confidentiality and use of various communication methods. Usually communicates with others when necessary. Written and verbal communication usually clear, organized, professional, and consistent with professional educator. Candidate is a thoughtful, responsive listener.	Consistent in confidentiality or use of communication methods. Sometimes communicates with others when needed. Some error and unprofessional elements in written and/or verbal communication. Candidate usually listens well to others.	Appropriate communication with any stakeholder, including a breach of confidentiality in oral, electronic, or written forms. Utilizes social media inappropriately. Consistently utilizes device(s) for personal or non-educational purposes. Written or verbal expression contains errors that signal potential credibility problems for a future teacher. Candidate's listening skills may not be adequate.
	Ethical and	Committed to the highest levels of integrity, honesty, and follow-through. Candidate uses exceptionally good judgment. Candidate demonstrates effective interpersonal skills. He/she collaborates with others and is seen as a team player. Respects self and others. Serves as a positive role model for the profession.	Meets high standards of integrity, honesty, and follow-through. Candidate's judgment appears to be solid. Candidate demonstrates effective interpersonal skills. He/she collaborates with others and is seen as a team player. Respects self and others.	He/she is inconsistent in integrity, honesty, and follow-through. Judgment not always solid, and sometimes exhibits poor interpersonal skills. Inconsistent in working with and being respectful of others.	He/she displays a lack of integrity, honesty, and/or follow-through. Does not exhibit fairness or equity in all situations. Does not follow ethical standards for the profession. Is less than honest when communicating with others. Does not adhere to school policies. Does not represent the profession in a positive manner.

****Candidates dispositions are presumed to be at the Proficient level, unless data is presented to raise or lower the score****

Appendix 7
BYU-Idaho EPP Guide to Assessment Quality

BYU-I EPP Guide to Assessment Quality

The purpose of this guide is to outline a process by which the quality of EPP key assessments are documented and tracked. Assessment quality is an important characteristic of using data to support continuous improvement. As noted in the CAEP Evidence Guide, “Educator Preparation Providers (EPPs) gather data on all aspects of their preparation programs and use them for continuous improvement. Data are not an end in themselves, but the basis for beginning a conversation.” Assessment data is one form of evidence that can be used to start these conversations. The Evidence Guide also highlights that “Perhaps the most important takeaways are that evidence comes from multiple sources, its validity is systematically examined, and, especially, the data are *used* by the EPP for purposes of *continuous improvement*.” The BYU-I EPP Guide to Assessment Quality is an attempt to document the systematic examination of overall assessment quality and validity for the use in continuous improvement.

Assessment Quality Assurance System

The Assessment Quality Assurance System at BYU-I is made up of three main components 1) an Assessment Tracking document 2) Assessment Specification Documents, and 3) Key Assessments. The purpose of the Assessment Tracking document is to provide an index for all key assessments. This document provides an overview of each assessment and links out to detailed assessment documentation. The Assessment Specification Document provides a detailed description of the assessment including the administration and purpose, content, scoring, reliability of data, and validity of inferences. The key assessments are simply the assessment artifacts.

Assessment Tracking (AT)

The Assessment Tracking document is an Excel file that is used to index and provides a brief overview of key assessments. The following are a description of AT columns:

- **Program Name:** contains the name of the program associated with the key assessment
- **Assessment Name:** the name of the key assessment
- **ASD:** a hyperlink to the Assessment Specifications Document for the key assessment
- **Assessment Description:** This brief description of the key assessment should provide a general overview of the assessment
 - *Content Overview:* Provides a brief description of the content of the assessment
 - *Assessment type:* A description of the nature of the assessment (e.g., multiple-choice, free response, essay, observation, etc.)
 - *Delivery Method:* A description of how the assessment is administered (e.g., LMS, Classroom, Practicum)
 - *Course:* If applicable, the course in which the assessment resides
- **Linked Outcomes:** List of outcomes associated with the assessment
- **Semester(s) Administered:** List of the semester(s) in which the assessment is administered

- **Target Audience:** A description of all assessment participants
- **Scheduled Review:** The semester in which the Assessment Specifications Document will be reviewed.
- **Owner:** The name and email of the individual responsible for the maintenance and delivery of the assessment

Assessment Specification Documents (ASD)

The purpose of the Assessment Specification Document (ASD) is to provide a detailed description of the assessment including the administration and purpose, content, scoring, reliability of data, and validity of inferences. The structure of the ASD closely follows the CAEP Evaluation Framework for EPP-Created Assessments. Many of the levels of sufficiency have been taken directly from the CAEP framework. Each Section of the ASD should be completed before being submitted to EPP administrators for approval as a key assessment. The detailed descriptions of the assessment, as documented in the ASD, should cumulatively address the eight CAEP general principles of a quality assessment namely 1) validity, 2) reliability, 3) relevance, 4) representativeness, 5) cumulativeness, 6) fairness, 7) robustness, and 8) actionability.

Key Assessments (KA)

A copy of the key assessment will be submitted to the EPP, along with the ASD, to be recognized as an approved key assessment.

[illegible]

Appendix 9
Assessment Specification Document

Assessment Specifications Document

[Assessment Name] | [Program Name]

The purpose of the Assessment Specification Document (ASD) is to help ensure key program assessments are of high quality. Please use the information and prompts below to describe and then evaluate key program assessments (including surveys used as assessments) in the following areas.

1. Administration and Purpose
2. Content
3. Scoring
4. Reliability of data
5. Validity of inferences

The detailed descriptions of the assessment, as documented in the ASD, should cumulatively address the eight CAEP general principles of a quality assessment namely 1) **validity**, 2) **reliability**, 3) **relevance**, 4) **representativeness**, 5) **cumulativeness**, 6) **fairness**, 7) **robustness**, and 8) **actionability**.

This ASD will be reviewed by program leaders and then included as a core program document.

Note: The structure of the ASD closely follows the CAEP Evaluation Framework for EPP-Created Assessments including self-evaluation rubrics. A *Recourse* section has been added to the end of this document which includes a copy of the CAEP [Evaluation Framework for EPP-Created Assessments](#) and selections from the [CAEP Evidence Guide](#).

Administration and Purpose(s)

Assessment purpose(s) and administration procedures are key elements to evaluating assessment quality. Provide a detailed description of assessment purpose(s) and administrative procedures in the following sections.

Description of Assessment Purpose(s)

The purpose of an assessment can be considered the keystone in building a quality assessment. Varying forms of evidence of a quality assessment work together to support the use of the assessment for the intended purpose. Clearly defining the purpose of an assessment provides the context in which pieces of evidence of assessment quality are considered.

Additional Information: [CAEP Evidence Guide](#)

In the space below, please provide a detailed description of the purpose(s) for this assessment.

Self-Evaluation of Assessment Purpose(s)

Please use the rubric below to evaluate the sufficiency of the purpose(s) described above.

The purpose for this assessment is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Purpose(s) Rubric		
Below Sufficient	Sufficient	Above Sufficient
Use or purpose(s) are ambiguous or vague	<p>The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.</p> <p>Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional and state standards.</p>	<p>The purpose of the assessment and its use in candidate monitoring or decisions are consequential.</p> <p>Candidate progression is monitored and information is used for mentoring.</p>

Description of Assessment Administration

Assessment administration includes procedures used to systematically deliver the assessment (including an administration schedule) and communicating purposes and instructions to students.

Additional Information: [CAEP Evidence Guide](#)

In the space below, please provide a detailed description of assessment administration.

Self-Evaluation of Assessment Administration

Please use the rubric below to evaluate the sufficiency of assessment administration described above.

The assessment administration is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Administration Rubric		
Below Sufficient	Sufficient	Above Sufficient
<p>There is limited or no basis to know what information is given to candidates.</p> <p>Instructions given to candidates are incomplete or misleading.</p> <p>The criterion for success is not provided or is not clear.</p>	<p>The point or points when the assessment is administered during the preparation program are explicit.</p> <p>Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous.</p> <p>The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).</p>	<p>Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression.</p>

Assessment Content

The content of an assessment should align with the purpose of the assessment, educational standards, and appropriate levels of understanding/difficulty.

Additional Information: [CAEP Evidence Guide](#)

Description of Assessment Content

In the space below, please provide a detailed description of assessment content.

Self-Evaluation of Assessment Content

Please use the rubric below to evaluate the sufficiency of the assessment content described above.

The assessment content is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Content Rubric		
Below Sufficient	Sufficient	Above Sufficient
Indicator alignment with CAEP, InTASC, national/ professional or state standards is incomplete, absent or only vaguely related to the content of standards being evaluated.	Indicators reflect the degree of difficulty or level of effort described in the standards. Indicators unambiguously describe the proficiencies to be evaluated.	Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.
Indicators fail to reflect the degree of difficulty described in the standard.	When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates’ students “demonstrate” problem solving, then the indicator is specific to candidates’ application of knowledge to solve problems.	
Indicators not described, are ambiguous, or include only headings.		
Higher level functioning, as represented in the standards, is not apparent in the indicators.		
Many indicators (more than 20% of the total score) require judgment of candidate proficiencies that are of limited importance in CAEP, InTASC, national/professional, and/or state standards.	Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	
NOTE: the word “indicators” is used as a generic term for assessment items. For content tests, the term refers to a question. For projects or assignments, it refers to a prompt or task that the candidate is to perform. For an observation, an indicator might be a category of performance to observe or a specific aspect of candidate performance that a reviewer would record. For a survey, an indicator would stand for a question or statement for which a response is to be selected.		

Assessment Scoring

The methods used to score an assessment have a direct impact on the data produced. Consequently, the appropriate use of scoring methods provides evidence of assessment quality. Proficiency Level Descriptors (PLDs) should be developed to articulate various levels of proficiency. PLDs should represent developmental progressions which allow faculty to evaluate student progress toward desired proficiencies. A plan should be developed to share assessment results (scores) with students as actionable feedback on their performance.

Additional Information: [CAEP Evidence Guide](#)

Description of Assessment Scoring

In the space below, please provide a detailed description of assessment scoring.

Self-Evaluation of Assessment Scoring

Please use the rubric below to evaluate the sufficiency of assessment scoring described above.

The assessment scoring is rated: _____ (Below Sufficient, Sufficient, Above Sufficient)

Assessment Scoring Rubric		
Below Sufficient	Sufficient	Above Sufficient
<p>Rating scales are used instead of rubrics; e.g., "level 1= significantly below expectation" "level 4 = significantly above expectation."</p> <p>Proficiency Level Descriptors (PLDs) do not align with indicators.</p> <p>PLDs do not represent developmental progressions.</p> <p>PLDs provide limited or no feedback to candidates specific to their performance.</p> <p>Proficiency level descriptors are vague or not defined, and may just repeat the language from the standards.</p>	<p>The basis for judging candidate performance is well defined.</p> <p>Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.</p> <p>PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance).</p> <p>Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate.</p> <p>Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as "engaged," criteria are provided to define the use of the term in the context of the category or indicator.]</p>	<p>Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."</p>

Reliability of Data

The reliability of assessment data refers to the degree to which data produced by the assessment are consistent or stable. Reliability is a characteristic of the data produced by an assessment and not a characteristic of the assessment itself. Many methods can be used to assess the reliability of assessment data such as test-retest, parallel forms, inter-rater, and internal consistency. The CAEP Evidence Guide notes that evidence of reliability can come in many forms including, but not limited to, rater agreement, the stability of scores over time, and internal consistency.

Additional Information: [CAEP Evidence Guide](#)

Description of Assessment Reliability

In the space below, please provide a detailed description of assessment reliability.

Self-Evaluation of Assessment Reliability

Please use the rubric below to evaluate the sufficiency of assessment reliability described above.

The assessment reliability is rated: _____ (Below Sufficient, Sufficient, Above Sufficient)

Assessment Reliability Rubric		
Below Sufficient	Sufficient	Above Sufficient
<p>Description of or plan to establish reliability does not inform reviewers about how it was established or is being investigated.</p> <p>Described steps do not meet accepted research standards for reliability.</p> <p>No evidence, or limited evidence, is provided that scorers are trained, and their inter-rater agreement is documented.</p> <p>Described steps do not meet accepted research standards for reliability.</p>	<p>A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment.</p> <p>Training of scorers and checking on inter-rater agreement and reliability are documented.</p> <p>The described steps meet accepted research standards for establishing reliability.</p>	<p>Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards.</p> <p>A reliability coefficient is reported.</p>

Validity of Inferences

As cited in the CAEP Evidence Guide, “validity is defined in the literature of measurement and testing as ‘the extent to which evidence and theory support the interpretations of test scores’” (p. 17). Validity is not a direct characteristic of the assessment but the inferences drawn from assessment results. The validity of inferences is based on the quality of the evidence and argumentation used to support the inferences. The Standards for Educational and Psychological Testing (APA, AERA, and NCME, 2014) classify validity into two main types 1) empirical, and 2) procedural. The standards note several sources of validity evidence including, internal structure, test content, responses processes, and relations to other measures. The CAEP Evidence Guide also lists several types of evidences that can be used to support inferences. These evidence are, but not limited to, expert validation, predictive abilities.

Additional Information: [CAEP Evidence Guide](#)

Description of the Validity of Assessment Inferences

In the space below, please provide a detailed description of the validity of assessment inferences.

Self-Evaluation of the Validity of Assessment Inferences

Please use the rubric below to evaluate the sufficiency of the validity of assessment inferences described above.

The validity of assessment inferences is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Validity of Assessment Inferences Rubric		
Below Sufficient	Sufficient	Above Sufficient
Description of or plan to establish validity does not inform reviewers about how it was established or is being investigated.	A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use.	Types of validity investigated go beyond content validity and move toward predictive validity.
The type of validity established or investigated is miss-identified or not described.	The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established.	A validity coefficient is reported.
The instrument was not piloted before administration.		
Process or plans for data analysis and interpretation are not presented or are superficial.	If the assessment is new or revised, a pilot was conducted.	
Described steps do not meet accepted research standards for establishing validity. For example, validity is determined through an internal review by only one or two stakeholders.	The EPP details its current process or plans for analyzing and interpreting results from the assessment.	
	The described steps meet accepted research standards for establishing the validity of data from an assessment.	

Survey Content

Many of the same principles addressed with assessment content apply to surveys as well. However, surveys have a few unique properties. An excerpt from the CAEP Evidence Guide provides a general overview of the use of surveys. Please refer to the full guide for additional details.

Surveys allow EPPs to gather information to use for program improvement and can provide valuable insights on candidate preparation from a broad spectrum of individuals. EPPs often use surveys to gather evidence on candidate, graduate, and employer satisfaction as well as the perceptions of clinical faculty of candidates' preparedness for teaching.

The quality of the evidence provided by surveys is directly linked to the quality of the survey with an emphasis on the accuracy, reliability and validity of the results. To this end, surveys should be carefully designed, systematically collect data related to the topic of the survey, measure the property the survey is claimed to measure, and produce data that are clear and usable. If ratings are based primarily on a candidate self-report, they should wherever possible be triangulated or supported by other evidence.

Additional Information: [CAEP Evidence Guide](#)

Description of Survey Content

In the space below, please provide a detailed description of survey content.

Self-Evaluation of Survey Content

Please use the rubric below to evaluate the sufficiency of the survey content described above.

The survey content is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Survey Content Rubric		
Below Sufficient	Sufficient	Above Sufficient
<p>Questions or topics are not aligned with EPP mission or standards.</p> <p>Individual items are ambiguous or include more than one subject.</p> <p>There are numerous leading questions.</p> <p>Items are stated as opinions rather than as behaviors or practices.</p> <p>Dispositions surveys provide no evidence of a relationship to effective teaching.</p>	<p>Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards.</p> <p>Individual items have a single subject; language is unambiguous.</p> <p>Leading questions are avoided.</p> <p>Items are stated in terms of behaviors or practices instead of opinions, whenever possible.</p> <p>Surveys of dispositions make clear to candidates how the survey is related to effective teaching.</p>	<p>Scoring is anchored in performance or behavior demonstrably related to teaching practice.</p> <p>Dispositions surveys make an explicit connection to effective teaching.</p>

Survey Data Quality

Survey data quality is a compilation of many aspects including:

1. How the survey is used
2. How the survey is constructed
3. How results are scored and reported

Additional Information: [CAEP Evidence Guide](#)

Description of Survey Data Quality

In the space below, please provide a detailed description of survey content.

Self-Evaluation of Survey Data Quality

Please use the rubric below to evaluate the sufficiency of the survey content described above.

The survey data quality is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Survey Data Quality Rubric		
Below Sufficient	Sufficient	Above Sufficient
Scaled choices are numbers only, without qualitative descriptions linked with the item under investigation	Scaled choices are qualitatively defined using specific criteria aligned with key attributes.	EPP provides evidence of survey construct validity derived from its own or accessed research studies.
Limited or no feedback provided to the EPP for improvement purposes	Feedback provided to the EPP is actionable.	
No evidence that questions/items have been piloted	EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	

Resources

CAEP Evaluation Framework for EPP-Created Assessments



CAEP EVALUATION FRAMEWORK FOR EPP-CREATED ASSESSMENTS

For use with: Educator preparation provider (EPP)-created assessments, including subject and pedagogical content tests, observations, projects, assignments, and surveys

For use by: EPPs to evaluate their own assessments and by CAEP site teams to review evidence in self-study submissions

CAEP uses the term “assessments” to cover content tests, observations, projects or assignments, and surveys. All of these assessment forms are used with candidates. Surveys are often used to gather evidence on aspects of candidate preparation and candidate perceptions about their own readiness to teach. Surveys are also useful to measure the satisfaction of graduates or employers with preparation and the perceptions of clinical faculty about the readiness of EPP completers.

Assessments and scoring guides are used by faculty to evaluate candidates and provide them with feedback on their performance. Assessments and scoring guides should address relevant and meaningful attributes of

candidate knowledge, performance, and dispositions, aligned with standards. Most assessments that comprise evidence offered in accreditation self-study reports will probably be used by an EPP to examine candidates consistently at various points from admission through exit. These are assessments that all candidates are expected to complete as they pass from one stage of preparation to the next, or that are used to monitor progress of candidates’ developing proficiencies during one or more stages of preparation.

CAEP site teams will follow the guidelines in this evaluation tool and it can also be used by EPPs when they design, pilot, and judge the adequacy of the assessments they create.

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
<p>-</p> <ul style="list-style-type: none"> a. Use or purpose are ambiguous or vague. b. There is limited or no basis for reviewers to know what information is given to candidates. c. Instructions given to candidates are incomplete or misleading. d. The criterion for success is not provided or is not clear. 	<p>1. ADMINISTRATION AND PURPOSE (informs relevancy)</p> <ul style="list-style-type: none"> a. The point or points when the assessment is administered during the preparation program are explicit. b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate. c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous. d. The basis for judgment (criterion for success, or what is “good enough”) is made explicit for candidates (or respondents to surveys). e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional and state standards. 	<p>+</p> <ul style="list-style-type: none"> a. The purpose of the assessment and its use in candidate monitoring or decisions are consequential. b. Candidate progression is monitored and information is used for mentoring. c. Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression.
<p>-</p>	<p>2. CONTENT OF ASSESSMENT (informs relevancy)</p> <ul style="list-style-type: none"> a. Indicators assess explicitly identified aspects of CAEP, InTASC, national/professional and state standards. 	<p>+</p>

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
<ul style="list-style-type: none"> a. Indicator alignment with CAEP, InTASC, national/ professional or state standards is incomplete, absent or only vaguely related to the content of standards being evaluated. b. Indicators fail to reflect the degree of difficulty described in the standard. c. Indicators not described, are ambiguous, or include only headings. d. Higher level functioning, as represented in the standards, is not apparent in the indicators. e. Many indicators (more than 20% of the total score) require judgment of candidate proficiencies that are of limited importance in CAEP, InTASC, national/professional, and/or state standards. 	<ul style="list-style-type: none"> b. Indicators reflect the degree of difficulty or level of effort described in the standards. c. Indicators unambiguously describe the proficiencies to be evaluated. d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the indicator is specific to candidates' application of knowledge to solve problems. e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards. <p>[NOTE: the word "indicators" is used as a generic term for assessment items. For content tests, the term refers to a question. For projects or assignments, it refers to a prompt or task that the candidate is to perform. For an observation, an indicator might be a category of performance to observe or a specific aspect of candidate performance that a reviewer would record. For a survey, an indicator would stand for a question or statement for which a response is to be selected.]</p>	<ul style="list-style-type: none"> a. Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.
<p style="text-align: center;">-</p> <ul style="list-style-type: none"> a. Rating scales are used instead of rubrics; e.g., "level 1= significantly below expectation" "level 4 = significantly above expectation." b. Proficiency Level Descriptors (PLDs) do not align with indicators. c. PLDs do not represent developmental progressions. d. PLDs provide limited or no feedback to candidates specific to their performance. e. Proficiency level descriptors are vague or not defined, and may just 	<p>3. SCORING (informs reliability and actionability)</p> <ul style="list-style-type: none"> a. The basis for judging candidate performance is well defined. b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators. c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance). d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate. e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as "engaged," criteria are provided to define the use of the term in the context of the category or indicator.] 	<p style="text-align: center;">+</p> <ul style="list-style-type: none"> a. Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."

EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
repeat the language from the standards.		
<p style="text-align: center;">-</p> <ul style="list-style-type: none"> a. Description of or plan to establish reliability does not inform reviewers about how it was established or is being investigated. b. Described steps do not meet accepted research standards for reliability. c. No evidence, or limited evidence, is provided that scorers are trained, and their inter-rater agreement is documented. d. Described steps do not meet accepted research standards for reliability. 	<p>4. DATA RELIABILITY</p> <ul style="list-style-type: none"> a. A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment. b. Training of scorers and checking on inter-rater agreement and reliability are documented. c. The described steps meet accepted research standards for establishing reliability. 	<p style="text-align: center;">+</p> <ul style="list-style-type: none"> a. Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards. b. A reliability coefficient is reported.
<p style="text-align: center;">-</p> <ul style="list-style-type: none"> a. Description of or plan to establish validity does not inform reviewers about how it was established or is being investigated. b. The type of validity established or investigated is misidentified or not described. c. The instrument was not piloted before administration. d. Process or plans for data analysis and interpretation are not presented or are superficial. e. Described steps do not meet accepted research standards for establishing validity. For example, validity is determined through an internal 	<p>5. DATA VALIDITY</p> <ul style="list-style-type: none"> a. A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use. b. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established. c. If the assessment is new or revised, a pilot was conducted. d. The EPP details its current process or plans for analyzing and interpreting results from the assessment. e. The described steps meet accepted research standards for establishing the validity of data from an assessment. 	<p style="text-align: center;">+</p> <ul style="list-style-type: none"> a. Types of validity investigated go beyond content validity and move toward predictive validity. b. A validity coefficient is reported.

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EXAMPLES OF ATTRIBUTES BELOW SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES ABOVE SUFFICIENT LEVEL
review by only one or two stakeholders.		
WHEN THE INSTRUMENT IS A SURVEY: Use Sections 1 and 2, above, as worded and substitute sections 6 and 7, below for sections 3, 4 and 5.		
<p style="text-align: center;">-</p> <p>a. Questions or topics are not aligned with EPP mission or standards.</p> <p>b. Individual items are ambiguous or include more than one subject.</p> <p>c. There are numerous leading questions.</p> <p>d. Items are stated as opinions rather than as behaviors or practices.</p> <p>e. Dispositions surveys provide no evidence of a relationship to effective teaching.</p>	<p>6. SURVEY CONTENT</p> <p>a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards.</p> <p>b. Individual items have a single subject; language is unambiguous.</p> <p>c. Leading questions are avoided.</p> <p>d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible.</p> <p>e. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.</p>	<p style="text-align: center;">+</p> <p>a. Scoring is anchored in performance or behavior demonstrably related to teaching practice.</p> <p>b. Dispositions surveys make an explicit connection to effective teaching.</p>
<p style="text-align: center;">-</p> <p>a. Scaled choices are numbers only, without qualitative descriptions linked with the item under investigation</p> <p>b. Limited or no feedback provided to the EPP for improvement purposes</p> <p>c. No evidence that questions/items have been piloted</p>	<p>7. SURVEY DATA QUALITY</p> <p>a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes.</p> <p>b. Feedback provided to the EPP is actionable.</p> <p>c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.</p>	<p style="text-align: center;">+</p> <p>a. EPP provides evidence of survey construct validity derived from its own or accessed research studies.</p>

Criteria listed below are evaluated during the stages of the accreditation review and decisionmaking:

- *EPP provides evidence that assessment data are compiled and tabulated accurately*
- *Interpretations of assessment results are appropriate for the items and resulting data*
- *Results from successive administrations are compared (for evidence of reliability)*

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Selections from the CAEP Evidence Guide

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CAEP Evidence Guide

January 2015
Version 2.0

January 2015

Guidelines for Appropriate Data Design, Collection and Analysis

SECTION 5: VALIDITY AND OTHER PRINCIPLES OF GOOD EVIDENCE

Key characteristics of evidence and useful data for improvement begin with validity and reliability. They also include data relevance, representativeness, cumulativeness, fairness, robustness, and actionability.

This section draws together important attributes of evidence found in three sources. One was a paper prepared by Peter Ewell for the CAEP Commission on Standards and Performance Reporting¹⁸. A second reference is the National Academy of Education report on Evaluation of Teacher Preparation Programs, released in the fall of 2013¹⁹, and third is additional review and consideration by CAEP's Data Task Force.

The principles below were developed to combine material in these three sources. They are intended as a guide to EPPs in making their own determination of the adequacy of measures proposed for use in the CAEP accreditation process.

- a) Validity and Reliability.** All measures are in some way flawed and contain an error term that may be known or unknown. In general, the greater the error, the less precise—and therefore useful—the measure. But the level of precision needed depends on the circumstances in which the measure is applied. To be used in accreditation decisions, measures need to be founded upon reliable measurement procedures, but they also need to be designed to operate under less-than-ideal measurement conditions. Even the most rigorous measures, moreover, may not embrace the entire range of validities—construct, concurrent, and predictive.

The meaning of *validity* has evolved and has come to embrace the appropriateness of the use to which the measure is put ("consequential validity" as in Messick, 1995). This means, for example, that studies of value added measures (VAM) that explicitly consider their use as program evaluation indicators, rather than as a component of teacher or school evaluation, are more applicable for preparation program review situations.

In its data analyses to support continuous improvement and accreditation self-studies, accredited EPPs meet accepted research standards for validity and reliability of comparable measures and, among other things, rule out alternative explanations or rival interpretations of reported results. Validity can be supported through evidence of:²⁰

- Expert validation of the items in an assessment or rating form (for convergent validity)
- A measure's ability to predict performance on another measure (for predictive validity)
- Expert validation of performance or of artifacts (expert judgment)
- Agreement among coders or reviewers of narrative evidence.

¹⁸ Principles for Measures Used in the CAEP Accreditation Process, Ewell, Peter, prepared for the CAEP Commission on Standards and Performance Reporting, May 2013. Retrieved at: <http://caepnet.files.wordpress.com/2012/12/caep-measure-principles.pdf>

¹⁹ Feuer, J. J., Floden, R. E., Chudowsky, N., and Ahn, J. (2013). *Evaluation of teacher preparation programs: Purposes, methods, and policy options*. Washington, DC: National Academy of Education. Retrieved from: http://www.naeducation.org/xpedio/groups/naedsite/documents/webpage/naed_085581.pdf

²⁰ CAEP Standards, pp. 33, 34

Excerpt from National Academy of Education report,
Evaluation of Teacher Preparation Programs²¹

NOTE: "TPP" = Teacher
Preparation Program

Validity

Validity is defined in the literature of measurement and testing as "the extent to which evidence and theory support the interpretations of test scores" (Messick, 1989; American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999). There is a vast literature about the concept of test validity that goes back many decades (in addition to Messick, 1989, see, for example, Cronbach and Meehl, 1955; Shepard, 1993).

Evaluations typically make use of multiple measures rather than a single test, but key questions about validity, including the following, apply to TPP evaluation:

- To what extent does the evaluation measure what it claims to measure? (This is sometimes referred to as *construct validity*.)
- Are the right attributes being measured in the right balance? (This is sometimes referred to as *content validity*.)
- Is there evidence that teachers graduating from highly rated TPPs prove more effective in the classroom? (This is sometimes referred to as *predictive validity*.)
- Is a measure subjectively viewed as being important and relevant to assessing TPPs? (This is sometimes referred to as *face validity*.)

The committee takes the view that *consequences* are central to judging the soundness of a TPP evaluation system. Questions about consequential validity—an aspect of validity that addresses the intended and unintended consequences of test interpretation and use (Messick, 1989)—include the following:

- To what extent does the evaluation affect the behavior of teacher educators in the ways intended?
- To what extent does the evaluation create perverse incentives such as "gaming" of the system on the part of teacher educators, lead to policy decisions with unknown or unwanted long-term effects, or create other unintended consequences?

Although debate continues among education and measurement researchers about whether consequences should be included in the formal definition of validity (Messick, 1989; Linn, 1997; Popham, 1997; Shepard, 1997; Feuer, 2013a), there is widespread agreement that monitoring consequences of an assessment system is crucial in determining the system's soundness and value. For discussion of a particularly important aspect of consequential validity, see Principle 5²².

²¹ Feuer et al, NAE, 2013. P. 14

²² The reference is to "Principle 5" in the NAE report, which the report summarizes (p. 6): Evaluation systems may have differential and potentially unfair effects on diverse populations of prospective teachers and communities.

At the heart of *reliability* is the question “can the evidence be corroborated?” Because all evidence is of variable or unknown quality and coverage, it should always be backed up or “triangulated” by evidence from other sources that provide results that are consistent with those already shown. These sources, which can include qualitative data as well as quantitative, should be as different from one another as possible, and the more of them that are presented, the better. A second basic question related to reliability is “can the finding be replicated?” Additional confirmation of what any evidence shows can be provided by clear documentation that would allow the finding to be replicated.

Reliability in its various forms can be supported through evidence of:

- Agreement among multiple raters of the same event or artifact (or the same candidate at different points in time).
- Stability or consistency of ratings over time.
- Evidence of internal consistency of measures.

- b) Relevance.** The measures advanced ought to be demonstrably related to a question of importance that is being investigated. This principle implies validity, but it goes beyond it by also calling for clear explanation of what any information put forward is supposed to be evidence of and why it was chosen.

The principle implies two things with respect to CAEP accreditation. First, any evidence that is advanced by an EPP for accreditation should be appropriately related to a particular CAEP Standard or Standards that the program is claiming it meets. Furthermore, multiple items or measures of evidence will ideally be brought together so that there will be information about several elements of a Standard, or portions of several Standards. Evidence that only attempts to document atomized bits of learning is discouraged. The best evidence involves forms of assessment in which candidates are asked to perform tasks similar to those they will face in their initial employment as education professionals.

Second, evidence that is advanced by an EPP should be demonstrably related to desired candidate proficiencies. Candidates need opportunities to develop proficiencies that are assessed on a test and to be informed prior to its administration what is expected from them.

- The EPP curriculum and experiences should prepare candidates for what is to be tested.
- Unit and program leaders should be clear and explicit about their expectations for candidate proficiencies in relation to standards, and candidates should know and understand what those expectations are so they can effectively strive to achieve them.
- Faculty expectations may be conveyed in narrative descriptive material, perhaps including examples, *in advance* of any assessment.
- Faculty have a responsibility to provide clear directions covering what candidates are supposed to do, how their responses to any assessments of these expectations are to be prepared.

- c) Representativeness.** Any measure put forward should be typical of an underlying situation or condition, not an isolated case. If statistics are presented based on a sample, therefore, evidence of the extent to which the sample is representative of the overall population ought to be provided, such as the relative characteristics of the sample and the parent population. If the evidence presented is in the form of case studies or narratives, multiple instances should be

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documented or additional data shown to indicate how typical the examples chosen really are. CAEP holds that sampling is generally useful and desirable in generating measures efficiently. But in both sampling and reporting, care must be taken to ensure that what is claimed is typical and the evidence of representativeness must be subject to audit by a third party.

There are occasions when a "purposeful" sample is preferable or necessary, a sample that is designed to meet a particular and intentionally limited objective. This approach might be appropriate when access to data are limited, or when issues of practicality intrude. An example might be a case study that gathers P-12 student learning data or teacher observation evaluations only from a particular school district that happens to employ a significant group of the EPP's completers. In a case of this type, the EPP needs to be explicit about what part of the whole population is being represented. For example, the proportion of completers from a particular academic year who were employed by District X, spelling out how those completers were similar to, or different from, the cohort of that year's completers. In addition, such a study might be a part of a larger plan comprised of a cluster of studies that, over time, would accumulate to results that are more generally representative of completers or of hired completers.

The guiding question for this principle should always be "is the evidence drawn from situations that are typical and potentially generalizable?" All evidence should be drawn from situations that are typical. A given case study advanced as evidence should therefore be closely examined to determine if a similar case study in another situation or setting might show something else.

- d) **Cumulativeness.** Measures gain credibility as additional sources or methods for generating them are employed. The resulting triangulation helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose "weight" is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. Both imply that the entire set of measures used under a given standard should be mutually reinforcing. The EPP should provide an explanation as to the way these measures are reinforcing and, if they are not, an explanation for that lack of congruence.

Providers using qualitative methods to analyze qualitative data (e.g., candidate reflections and journals, mentor teacher qualitative feedback, etc.) should describe the method used to analyze those data. Usually this involves triangulation of the data using one or more methods. The three most frequently employed types of triangulation are described below:

- *Data Triangulation* involves using different sources of information in order to increase the validity of the study. This includes such processes as in-depth interviews with a variety of stakeholders being interviewed to determine areas of agreement or divergence. And it includes time (collecting data at various points in time), space (collecting data at more than one site), and person (collecting data at more than one level of person) triangulation.
- *Investigator Triangulation* involves using different (more than two investigators) in the analysis process. Each investigator examines the data using the same qualitative method to reach an independent determination. The findings are compared and areas of agreement and divergences are sought.
- *Methodological Triangulation* involves the use of multiple qualitative and/or quantitative methods. For example, the results from surveys are compared to focus groups and in-depth interview to determine if similar results are found.

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The purpose of using triangulation is to ensure completeness and to confirm findings. In qualitative research validity and reliability are aligned with the concept of “trustworthiness.” By using triangulation, the “trustworthiness” of the findings can be confirmed or replicated.

All aspects of a preparation program from recruitment and admissions, through completion and into on-the-job performance should be informed by multiple measures. These measures will²³:

- Document and monitor effects of EPP admissions selection criteria;
- Monitor candidate progress.
- Monitor completer achievements.
- Monitor provider operational effectiveness.
- Demonstrate that the provider satisfies all CAEP Standards.
- Trace status and progress of the EPP on measures of program impact—
 - P-12 student learning and development,
 - Indicators of teaching effectiveness,
 - Results of employer surveys and including retention and employment milestones, and
 - Results of completer surveys
- Trace status and progress of the EPP measures of program outcomes—
 - Completer or graduation rates,
 - Ability of completers to meet licensing (certification) and any additional state accreditation requirements, and
 - Ability of completers to be hired in education positions for which they are prepared.
 - Other consumer information, including student loan default rates for completers.

A first guiding question for this principle is “is the evidence theoretically grounded?” Every body of evidence is situated within a larger theoretical or conceptual framework that guides the entire investigation. Every new piece of evidence generated or applied builds upon this framework to create new understanding. For example, case descriptions of candidate teaching in a clinical setting are located within and made sense of through frameworks that describe sound teaching practice.

A second guiding question is “is the evidence part of a coherent and explicit chain of reasoning?” Sound evidence requires the development of a logical chain of reasoning from questions to empirical observations that is coherent, transparent, and persuasive to a skeptical outsider.

- e) **Fairness.** Measures should be free from bias and be able to be justly applied by any potential user or observer. Potential sources of bias might be introduced by the values or beliefs of those applying the measure, such as the conviction that a particular result should be observed. Other sources of bias are situational, such as the limited perspective of an untrained observer undertaking a classroom observation or applying a rubric. In this sense, fairness is a special case of reliability: a fair measure will return the same result even if applied by different observers under different circumstances or at different points in time. With this principle in place, it follows that all evidence should be systematically reviewed to ensure fairness.

²³ CAEP Standard 5

Another aspect of fairness is that a sound set of measures should respect a range of client perspectives including the program, the student, the employer, and the state or jurisdiction. Taken as a whole, a set of measures should potentially support the establishment of an informed dialogue among the appropriate parties. A statistic on the employment rates of program completers, for example, can be summarized from the candidate point of view as the probability of being placed, from the program's point of view as a placement rate, and from an employer's point of view as the proportion of job openings filled each year. To reflect stakeholder interests, moreover, proposed measures should be neither arcane nor overly academic.

- f) Robustness.** A robust body of evidence will lead to the same set of conclusions in the face of a good deal of "noise" or measurement error. Triangulation and replication will bolster the credibility of any set of measures in this respect. A guiding question here should be, "is the evidence direct and compelling?" Evidence should be directly related to the underlying condition or phenomenon under investigation. For example, if the effectiveness of candidate preparation is the object, student testimony through surveys indicating that they feel that they have received effective preparation should not be the only form of evidence submitted.

All measures are also to some extent vulnerable to manipulation. This is one reason to insist upon triangulation and mutual reinforcement across the measures used under each Standard. For example, program graduation and licensure passage rates depend a great deal on which students are included in the denominator. Because the incentives to perform well on such measures are considerable, programs may identify ways to construct these denominators that yield maximum values on these measures regardless of what they are actually doing.

- g) Actionability.** Good measures, finally, should provide programs with specific guidance for action and improvement. Many promising measures fail simply because they are too expensive, too complex, too time consuming, or too politically costly to implement. Often, the simplest are best, even if they seem less technically attractive. A guiding question here is "why is the evidence important? The intent of the evidence presented should be clear and the evidence should directly suggest program improvements. For example, the potential results of a given case study should be important or significant enough to trigger actions to modify the program.

Actionability also depends on the evidence having clear standards of comparison. Without clear standards of comparison, the interpretation of any measure is subject to considerable doubt. Measures can be compared across programs, against peers, against established "best practices," against established goals, against national or state norms, or over time. For every measure under each Standard, CAEP should be able to indicate an appropriate benchmark against which a given program's performance can be judged. This principle also suggests that any measure should be able to be disaggregated to reveal underlying patterns of strength and weakness or to uncover populations who could be served more effectively. Finally, the measures provided should be reflectively analyzed and interpreted to reveal specific implications for the program.

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SECTION 6: EVIDENCE CREATED AND ADMINISTERED BY EPPs

Guidelines for preparation of evidence on assessments and assignments, surveys, and case studies.

This section describes the desired attributes of evidence offered by an EPP beyond CAEP's eight annual report measures, and beyond commercial and/or state required assessments, to demonstrate that it meets CAEP Standards. This evidence is designed, constructed, administered and scored by EPP faculty and includes assessments and assignments, surveys of candidates and stakeholders, and case studies. In judging the adequacy of such measures, the following background points should be considered—*taken together*:

- The evidence presented should broadly relate to the overriding objective: impact on P-12 student learning.
- Every example does not have to be consistent with every attribute.
- Evidence should collectively address multiple aspects of the program; it should be *comprehensive*.
- EPPs should provide the reasons why they chose the evidence they provide; this should be an "intentional and conscious" selection much like the entries in a student portfolio.
- Attributes may play out differently for EPPs with different kinds of governance structures (e.g. large research university with decentralized departments vs. proprietary institution with lots of adjuncts and a centrally-developed curriculum or a residential-type alternative pathway).

The following additional guides should be applied to evidence that an EPP is planning to submit as part of its self-study, including assessments/assignments, surveys, and case studies:

- The evidence should be linked/mapped to standards and should inform specific aspects of standards.
 - The standards may be those of CAEP (and InTASC), or ones from states.
- The EPP's self-study should describe how the evidence relates to its particular niche or mission.
 - The EPPs selects its own examples.
 - The EPPs self-study would say why the particular evidence was included—and what aspects of niche or mission?
- The collection of evidence demonstrates intentionality and coherence.
 - It is clear what the evidence is evidence of, and why the EPP has chosen to include it.
 - The individual pieces of evidence are worked out in sufficient detail to make clear what they show about important aspects of the EPP's program.
 - There is evidence of faculty buy-in, involvement, and dialogue (where appropriate to the governance structure of the institution).
- The evidence includes both formative and summative examples.
 - The evidence supports an EPP's process of continuous improvement.
 - The evidence can inform an accreditation decision by CAEP.

a) Assignments/Assessments and Scoring Guides

An assessment in combination with a scoring guide is a tool faculty use to evaluate candidates and provide them with feedback on their performance. Assessments and scoring guides should address relevant and meaningful attributes of candidate knowledge, performance, and dispositions aligned with standards.

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For the most part, the assessments submitted by an EPP will not include examples taken from the day to day formative assessments administered by individual faculty members. Instead, most assessments that comprise the evidence offered for accreditation will probably represent assessments used by an EPP to examine all candidates consistently at various points from admission through exit. These are assessments that all candidates are expected to complete as they pass from one part of preparation to the next, or that are used to monitor progress of a candidate's developing proficiencies during one or more stages of preparation.

The box below contains lists of guideline questions that Visitor Teams and the CAEP early instrument reviewers will follow. "NOTES" are interspersed in the list to serve as reminders about how providers can know they are following the principles of good evidence described in section 5, above, and can document that their data are "relevant, verifiable, representative, cumulative and actionable", in the phrase from CAEP's Standard 5, component 2.

1. HOW THE ASSESSMENTS ARE USED

- Is the point in the curriculum at which the assessment is administered clear (e.g. first year, last year, etc.)?
 - At entry, exit, mid-point, etc.?
 - While the emphasis should be on exit, are there examples of assessments or assignments at other points?
 - Are the curricular points an identified part of a clear developmental sequence?

NOTE: This information would be part of the documentation that the assessments are relevant.

2. HOW THE INSTRUMENTS ARE CONSTRUCTED

- Are assessments aligned with CAEP Standards and not treated as a substitute for Standards? If so, then:
 - the same or consistent categories of content appear in the assessment that are in the Standards;
 - the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the Standards; and that
 - the level of respondent effort required, or the difficulty or degree of challenge of the assessments, is consistent with Standards and reasonable for candidates who are ready to teach or to take on other professional educator responsibilities.

NOTE: Information on these aspects of assessments can be used by the provider to demonstrate construct or content validity and relevance.

3. HOW THE INSTRUMENTS ARE SCORED

- Is there a clear basis for judging the adequacy of candidate work?
 - A rubric or scoring guide is supplied.
 - Multiple raters or scorers are used.
 - There is evidence that the assignment measures what it purports to measure (*NOTE: this information would be part of the evidence for construct validity or content validity and relevance*) and that results are consistent across raters and over time (*NOTE: this would be evidence of reliability*).
 - If good performance on one attribute can make up for poor performance on another, the EPP self-study explains the implications in terms of readiness to

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teach.

- If weights are used, they are explained or justified.
- What do the performance levels represent?
 - There are three, four or five distinct levels, and they are clearly distinguishable from one another.
 - Levels are constructed in parallel with one another in terms of the attributes and descriptors used.
 - For each level of performance, attributes are described that are related to actual classroom performance; attributes are not simply mechanical counts of particular attributes.
 - Levels represent a developmental sequence in which each successive level is qualitatively different from the prior level.
 - Headings clearly describe which levels are acceptable and which are not acceptable.
 - It is clear which level represents exit proficiency (ready to practice).
 - A “no data” or “unobserved” category is included.

NOTE: Information in this category would help documents that the evidence is actionable—it is in forms directly related to the preparation program and can be used for program improvement and for feedback to the candidate.

- Are the levels described in language that is readily understandable?
 - The levels should communicate to broad audiences including educators, stakeholders, and school partners.
 - Any special terms used are clearly defined.
- Is there evidence of efforts to achieve consistency in scoring?
 - Multiple scorers are used.
 - Consistent training of reviewers is present.
 - Evidence of consistency such as inter-rater reliability is supplied.

NOTE: This information can be used by the provider to document reliability of the assessment.

4. HOW THE DATA ARE REPORTED

- Are data reported?
 - Data are needed to show that the assessment is actually in use.
 - Data distributions (e.g. across rubric levels, disaggregated by area of specialty/ licensure preparation and by demographic groups) are reported and interpreted.
 - The EPP uses the data and its interpretation to suggest changes in the preparation program.
 - All candidates who completed the assessment are included or the cases included constitute a representative sample.

NOTE: this information would be appropriate for the providers to use in demonstrating that the data are representative.

- How are results aggregated for reporting?
 - Scores are reported in terms of a percentage distribution of candidates scoring at each level or a mean with a range and not just a single central tendency (e.g. mean).
- Are there comparisons?

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- The EPP explains how it determines that an answer is “good enough”.
- Comparisons should be criterion based.
- The EPP describes other kinds of comparisons that are used (e.g. fixed standard or target, normative, improvement over time, comparison with peers in a state or region or nationally).

NOTE: The information from reporting is linked with the actionability principle since it determines how closely the information aligns with particular preparation programs or experiences and with groups of candidates.

5. INFORMING THE TEST TAKERS

- Is there a mechanism for supplying feedback?
 - To candidates.
 - To the EPP for purposes of continuous improvement.
- Are candidates given information about the bases on which they will be scored/judged?

NOTE: This information can be used by the provider as part of their documentation that assessments are fair.

b) Surveys

Surveys allow EPPs to gather information to use for program improvement and can provide valuable insights on candidate preparation from a broad spectrum of individuals. EPPs often use surveys to gather evidence on candidate, graduate, and employer satisfaction as well as the perceptions of clinical faculty of candidates’ preparedness for teaching.

The quality of the evidence provided by surveys is directly linked to the quality of the survey with an emphasis on the accuracy, reliability and validity of the results. To this end, surveys should be carefully designed, systematically collect data related to the topic of the survey, measure the property the survey is claimed to measure, and produce data that are clear and usable. If ratings are based primarily on a candidate self-report, they should wherever possible be triangulated or supported by other evidence. The box, below contains a list of guideline questions that Visitor Teams and the CAEP three-year-out reviews will follow.

1. HOW THE SURVEYS ARE USED

- Are the purpose and intended use of the survey clear and unambiguous?
- Is the point in the curriculum at which the survey is administered clear (e.g., first year, last year, etc.)?
 - At mid-point, exit, pre-service, in-service, etc.?
 - Are surveys being used at different points so comparisons can be made? (For example, are candidates surveyed at the completion of the program as well as one or two years after completion?)

NOTE: This information would be part of the documentation that surveys are relevant.

2. HOW THE SURVEYS ARE CONSTRUCTED

- Is it clear how the EPP developed the survey?
 - It should be clear who developed the survey.

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- Documentation should include evidence that prior research was used to develop the content and format of the survey questions.
- The survey was pilot tested or otherwise tried out in advance.
- Are the individual items or questions in the survey constructed in a manner consistent with sound survey research practice?
 - Questions should be simple and direct; lengthy questions should be avoided.
 - Questions should have a single subject and not combine two or more attributes.
 - Vague language or language that can be interpreted in more than one way should be avoided; if frequency questions (e.g. "occasionally") are included, they should be defined in numerical terms (e.g. "3-5 times").
 - Questions should be stated positively.
 - Questions should maintain a parallel structure throughout the survey.
 - Leading questions should be avoided.
 - Response choices should be mutually exclusive and exhaustive.

NOTE: Information of this type would be a part of the documentation that surveys are valid in terms of construct or fact validity and they are relevant.

3. HOW RESULTS ARE SCORED AND REPORTED

- What efforts were made to ensure an acceptable return rate for surveys? Has a benchmark been established?
(NOTE: This information can be used by the EPP to document representativeness)
- What conclusions can or cannot be determined by the data based on return rate? Is there a comparison of respondent characteristics with the full population or sample of intended respondents?
- How are qualitative data being evaluated?
- How are results summarized and reported? Are the conclusions unbiased?
- Is there consistency across the data and are there comparisons with other data?

NOTE: This information can be used by the EPP, in part, to document reliability.

4. SPECIAL NOTE ON SURVEYS OF DISPOSITIONS

- If surveys that address professional dispositions are included, does the EPP provide an explanation/justification of why they are included and how they are related to effective teaching and impact on P-12 student learning?
 - Judgments of dispositions are anchored in actual performance and are demonstrably related to teaching practice.

NOTE: This information would be related to actionability.

- Language describing dispositions is conceptually framed well enough to be reliably inferred from an observation of performance.

5. INFORMING SURVEY RESPONDENTS

- Is the intent of the survey clear to respondents and reviewers?
 - A cover letter or preamble explains what respondents are being asked to do and why.
 - The sequence of questions makes sense and is presented in a logical order.
 - Individual items or questions are grouped under appropriate headings and subheadings.

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- Are clear and consistent instructions provided to respondents so they know how to answer each section?
 - Instructions are provided where needed as the respondent progresses through the survey.
 - Instructions are written in simple, easy-to-understand language.
 - Clear references document the timeframe or context that the respondent should consider (e.g. "over the last year" or "in all my classes").

NOTE: This information could be a part of a self-study documentation that the survey is fair.

c) Case Studies

The CAEP Commission's final report includes an appendix with 79 illustrative examples of evidence across the five Standards and annual reporting recommendations²⁴. A quarter of those illustrative examples describe exhibits such as case studies, documentation of particular program features, or demonstrations of the consequences of practice. Among them are examples in which the EPP would develop and evaluate new measures, such as these:

- Assess the effects of a change in admissions that define criteria for "grit," persistence and leadership abilities, as an "innovation"— *for Standard 3 on candidate quality and Standard 5 on continuous improvement/quality assurance*;
- Pilot a new assessment constructed to show developing candidate proficiencies for use of an assessment to enhance learning during clinical experiences—*for demonstration of one InTASC standard in CAEP Standard 1 on content and pedagogical knowledge*; or
- Conduct a case study of completers that demonstrates the impacts of preparation on P-12 student learning and development—*for part of the evidence under Standard 4*.

Evidence of this kind is generally most useful in generating hypotheses or ideas, and is less useful or applicable in confirmatory analysis. In assembling such evidence, moreover, the standards that apply to research for peer review and publication cannot be implemented rigidly or in all situations.

The case study guidelines are founded on four assumptions:

- **Focus on results**—Data used for improvement efforts and accreditation should ultimately aim to enhance preparation performance outputs related to P-12 student learning;
- **Always improve**—Data for accreditation should be some portion of the data that an EPP uses for its own continuous improvement efforts. A successful EPP builds capacity for improvement rather than for compliance;
- **Rely on data**—Collecting valid and reliable data from multiple sources to inform decision making is an essential component of a continuous improvement system; and
- **Engage stakeholders**—EPPs engage stakeholders as an integral part of the on-going effort to improve programs.

In developing and implementing systems that use evidence for continuous improvement, providers may consider questions posed under the following headings: identify the topic; generate ideas for change; define the measurements; test promising solutions; sustain and scale solutions; and share knowledge.

²⁴ Council for the Accreditation of Educator Preparation (CAEP). (2013). *CAEP Accreditation Standards* (p. 41-57). Washington, DC: CAEP. Retrieved from http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

i. Identify the topic to study. Questions, and the case study designs developed to investigate them, should reflect a solid understanding of relevant prior theoretical, methodological, and empirical work. Tony Bryk of the Carnegie Foundation for the Advancement of Teaching asks, "what specifically is the problem we are trying to solve?"²⁵ And he observes that engaging key participants early and often at this and later stages is enlivening and important. Questions that EPPs can pose include these:

- Is your improvement work focused on Identifying and solving specific problems of practice that are measurable and whose solutions are reasonably attainable?
- What evidence have you used to identify the problem?
- Does your problem statement (question of inquiry) reflect a solid understanding of relevant prior theoretical, methodological, and empirical work on this topic?

ii. Generate ideas for change. Developing ideas to address the identified problem is not just a matter of brainstorming. Bryk cautions that it is hard to improve what you do not fully understand. He advises: "Go and see how local conditions shape work processes. Make your hypotheses for change public and clear." Generating ideas should be a deliberative process that considers such questions as the following:

- Do you have a disciplined process in place for generating promising ideas for solving the problem?
- Does the process involve key stakeholders and end users?
- Are the ideas based upon a strong theoretical framework?
- Are the ideas clearly and directly aligned with the problem to be addressed?

iii. Define the measurements. What measures can be used to determine whether the change is an improvement? The National Academy of Education report on teacher preparation evaluation constructed a table listing commonly used measures of provider quality, together with brief descriptions of the strengths and limitations of each. This table is provided as Appendix III and EPPs may find it a useful tool as they define metrics for case studies. Bryk notes that measures should be embedded to gauge key outcomes and processes, tracking change and supporting judgments that the changes are actually improvements. He also reminds EPPs to anticipate unintended consequences and to measure those as well.²⁶

iv. Test promising solutions. Bryk reminds us that the critical issue at this stage of studying an issue is not only what works, but rather what works, for whom, and under what set of conditions? He further urges EPPs to adopt a *Plan-Do-Study-Act cycle*²⁷, and observes "that failures may occur is not the problem; that we fail to learn from them is"²⁸. Key questions embodied in this process include:

²⁵ *Improvement Research*. Carnegie Foundation for the Advancement of Teaching. Retrieved from <http://www.carnegiefoundation.org/improvement-research/approach>

²⁶ *Improvement Research*. Carnegie Foundation for the Advancement of Teaching. Retrieved from <http://www.carnegiefoundation.org/improvement-research/approach>

²⁷ Langley, G. J., Moen, R., Nolan, K. M., Nolan, T. W., Norman, C. L., & Provost, L. P. (2009). *The improvement guide: A practical approach to enhancing organizational performance (2nd ed.)*. San Francisco, CA: Jossey-Bass. Retrieved from <http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx>

²⁸ *Improvement Research*. Carnegie Foundation for the Advancement of Teaching. Retrieved from <http://www.carnegiefoundation.org/improvement-research/approach>

- Does the EPP have a system in place to test ideas in authentic settings, rapidly collect and analyze results, make adjustments, and test interventions in additional contexts?
- Is the EPP using the measures set up in section iii to test promising solutions?
- Is the EPP able to determine if the change is an “improvement” based upon the evidence?
- Is the EPP able to determine through evidence what works, for whom, and under what set of conditions?

v. Sustain and scale solutions. A key goal of improvement work is the effort to transform promising ideas into sustainable solutions that achieve effectiveness reliably at scale. The term “scaling up” is popularly used to indicate moving from a limited effort to one that is much more widely implemented. Within an EPP, the concept might pertain to moving from piloting a “promising solution” with, say, half of the elementary teacher candidates, to the entire elementary preparation program. Or it might mean adapting a successful “promising solution” developed for the elementary preparation program to secondary preparation or preparation of special education teachers.

Issues of sustainability and scaling should be built into the solution’s design from the outset and not be done as an afterthought of the improvement process. Bryk writes: “Accelerate improvements through networked communities. Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.”

Here are questions to consider at the early stages and into the later steps:

- Does the EPP intend to implement the solution in other programs or contexts over time?
- What level of evidence does the EPP need to begin to scale the solution?
- At what point will the EPP need to conduct an impact study?
- Will scaling require changes in the design of the solution? How will these changes affect performance?

vi. Share knowledge. Bryk emphasizes that building the field’s capacity to “learn in and through practice to improve” is a critical need²⁹. Thus sharing new knowledge about both the solution and the improvement process for developing it is a critical element of this improvement work. Here are several questions to consider:

- What conclusions and inferences can be drawn from the solutions generated through the process?
- How will the EPP share the findings?
- What lessons has the EPP learned about the continuous improvement process itself?
- What kinds of adjustments are needed in the EPP’s continuous improvement process?
- What more does the EPP need to know about the solution and continuous improvement?

²⁹ Bryk, A. S., et al. (2013, June). *Improvement Research Carried Out Through Networked Communities: Accelerating Learning about Practices that Support More Productive Student Mindsets* (p. 3). Retrieved from http://www.carnegiefoundation.org/sites/default/files/improvement_research_NICs_bryk-veager.pdf

Appendix I

Applying Principles of “good evidence” To typical accreditation measures

The seventy-nine measures included in the appendix to the CAEP Standards³⁷ adopted by the CAEP Board of Directors on August 29, 2013 are of different kinds, as described below:

- **Examinations.** Prospective teachers take examinations in the course of their training and in order to be licensed to practice. Dimensions of interest for examinations include their content coverage, the level at which this content is tested, the depth at which various kinds of knowledge is probed (which affects the duration of the examination), how items are structured (e.g. constructed response or multiple choice), and whether or not responses can be compared across test-taking populations (degree of standardization). The results of examinations can be reported on an absolute basis or in the form of Value-Added Measures (VAM).
- **Surveys.** Students in teacher preparation programs are frequently surveyed as they progress and after they are employed. Dimensions of interest for surveys strongly resemble those for examinations except that items are self-reported. Another important coverage dimension involves the extent to which survey items are directed at actions or behaviors, or are self-reports on knowledge or skill outcomes. This is important because students are generally more accurate commentators on the former than the latter. Surveys are also administered to the employers of teachers and to their students to help provide evidence of the effectiveness of teacher training.
- **Observations.** Observations of teacher candidates in field placements and of newly employed program graduates are also used as quality measures. Dimensions of interest parallel those of surveys but employ an element of peer judgment embodied in a trained observer using a well-developed observational protocol.
- **Statistics.** Various behavioral statistics are used as outcome measures for teacher training programs. The most prominent examples are completion rates and job placement rates. Dimensions of interest include the outcome of interest (the numerator), the population to which the rate applies (its denominator), and the time period over which the calculation is run (e.g. “one-and-a-half times catalog length of program” or “within one year”).
- **Curricular Features.** The CAEP Standards address various aspects of teacher training curricula, so some of the proposed measures address descriptive aspects of the programs themselves such as the extent to which students are taught assessment methods or reflect upon professional expectations. Dimensions of interest here are the aspect of the program in question and the extent or duration of coverage.

³⁷ Council for the Accreditation of Educator Preparation (CAEP). (2013). *CAEP Accreditation Standards*. Washington, DC: CAEP. Retrieved from http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

- Case Studies. Where quantitative measures are unavailable, the CAEP Standards call for qualitative investigations termed “case studies” (for example, “case studies of districts in which a large number of program graduates are employed”). Dimensions of interest include the question to be investigated through the case study, baseline conditions, the intervention or phenomenon of interest, the goal of the intervention, observed results, and implications for action.

To illustrate how the principles can be used, this Appendix applies each of the principles to three measures: licensure passage rates, employment rates, and case studies of districts where a large number of program graduates are employed.

Validity and Reliability

- Examinations example: Licensure Passage Rates. Although state licensure examinations differ by provider, the two main test vendors have established rigorous standards of test development and regularly report statistics on validity and reliability. As a result, this measure fully meets the principle.
- Statistics example: Employment Rates. These are also well-defined measures that are valid and reliable so long as they are properly calculated. Because of the latter, they should be examined carefully for threats to validity and reliability such as exclusions from the denominator or changed conditions over repeated annual measures.
- Case Studies example. Case studies are a bit more problematic with respect to this principle because their validity depends on the type of information collected and the extent to which the same procedures are used across cases and over time. This will naturally be a peer judgment.

Relevance

- Examinations example: Licensure Passage Rates. Insofar as licensure tests faithfully reflect content knowledge and knowledge of pedagogical practice, program completers’ performance on them constitutes relevant information about the quality of the program.
- Statistics example: Employment Rates. Many things can affect employment rates that are not directly related to program quality including local job market conditions or the general state of the economy. As a result, this measure does not fully meet the principle.
- Case Studies example. So long as the topics addressed in the case study are selected to reflect important dimensions of program performance—for example, the ability of program graduates to effect learning growth in their pupils or their demonstration of ethical and professional practices—the principle of relevance is met.

Representativeness

- Examinations example: Licensure Passage Rates. The examined population is the population of interest with the denominator representing the parent population. So long as these populations are correctly constituted, the measure is representative.
- Statistics example: Employment Rates. These will typically be representative but when measured over time, they may not be if labor market conditions change.

January 2015

- Case Studies example. These must be carefully examined to determine if the districts chosen are typical of many districts to which the program sends graduates as employees. This could be done if the requisite documentation was supplied.

Cumulativeness

- Examinations example: Licensure Passage Rates. Although these are precise, they are sole source measures so there is not much ability to triangulate results. One indication of “weight of evidence” might be recording performance over time or correlating test score performance with other evidence of academic achievement on the part of program graduates such as grades in course examinations or portfolios.
- Statistics example: Employment Rates. The same situation largely applies here as to licensure passage rates. A possible exception is if this information is collected both by surveys and by tapping wage record databases.
- Case Studies example. Case study results will be bolstered by the presence of other measures such as teacher observations or student surveys that show similar conclusions. They also can be examined for consistency over time. Finally, the construction of case studies themselves is important; if they involve mutually reinforcing lines of inquiry or investigation, their credibility is strengthened.

Fairness

- Examinations example: Licensure Passage Rates. These are supplied by third parties, so there should normally be little opportunity for bias. Where this could occur is when EPPs themselves report these rates.
- Statistics example: Employment Rates. If states collect these data on behalf of EPPs using surveys or by tapping wage record databases, the measure should be unbiased. Again, if EPPs themselves conduct the surveys, bias could enter.
- Case Studies example. Because they are conducted by EPPs entirely and are used to advance a particular quality claim, case studies are unlikely to be entirely unbiased.

Robustness

- Examinations example: Licensure Passage Rates. These data are not likely to vary much across contexts and are fairly robust, so long as a large number of cases are present. Being supplied by third parties, moreover, they are unlikely to be deliberately misrepresented.
- Statistics example: Employment Rates. These may vary by changes in economic conditions that may lead to different chances for employment from place to place or from time to time.
- Case Studies example. These can be moderately robust if they are constructed so that multiple case studies reinforce one another’s conclusions or can be corroborated by other kinds of evidence.

Actionability

January 2015

- Examinations example: Licensure Passage Rates. The ability to take action on the results of this measure depends a good deal on the amount of information on test performance that is available. If sub-scores on these examinations are provided, there is some diagnostic information to inform action. Similarly, disaggregating the tested population to determine who passed and who did not can aid intervention.
- Statistics example: Employment Rates. The case here is similar. Disaggregating the population can determine who is not completing and this would aid intervention. There is no analog to sub-scores for employment rates, but some information on when and in what jobs and circumstances graduates obtain employment might inform action.
- Case Studies example. Actionability will depend entirely on the contents of the case and how thoroughly this is discussed and actionable implications drawn. Actionability can be aided by constructing the case study in a way that explicitly emphasizes actionable conclusions.

[illegible]

Appendix 11

Principal Interview Form

Rating Form

Interviewees that receive a low score during partnership interviews

Name of Candidate: _____

Endorsement Areas: _____

Please give comments in the following categories to help us know why this candidate received the lowest interview rating. Thank you.

Professional appearance	
Professional demeanor/presence and confidence	
Communication Skills	
Other Comments	

Bottom portion to be filled out by FSO in collaboration with the candidate's program lead or other faculty member who has had prior experience in evaluating said candidate.

Classroom management skills	
Knowledge of pedagogy	
Content Knowledge (Praxis scores and feedback from program)	
Other Comments?	

Appendix 12
Mentor Teacher Survey

Mentor Teacher Survey administered through Qualtrics

What is the last semester that you had a student teacher?

- ☐ Spring 2018
- ☐ Fall 2018
- ☐ Winter 2019

Please provide the name of the school where you teach.

Did the BYU-I supervisor and/or Area Coordinator arrange and conduct an initial meeting with teacher candidates and you, the mentor teacher, as part of the orientation process?

- ☐ Yes
- ☐ No

Did the BYU-I supervisor assist the teacher candidate in analyzing their teaching and coaching them in developing new teaching skills?

☐ Yes

☐ No

Please explain your response

Did the BYU-I supervisor and/or Area Coordinator assist you (the mentor teacher) in dealing with any problems you or the teaching candidate may have been experiencing?

☐ Yes

☐ No

Please explain your response

Did the BYU-I supervisor and/or Area Coordinator assist you (the mentor teacher) in dealing with any problems you or the teaching candidate may have been experiencing?

☐ Yes

☐ No

Please explain your response

Did the BYU-I supervisor conduct an exit interview with the teacher candidate to review the Summative Teacher Candidate Evaluation Form and the Individualized Professional Learning Plan (IPLP)?

☐ Yes

☐ No

Did the BYU-I supervisor and/or Area Coordinator perform their duties in a professional and respectful manner?

- ☐ Yes
- ☐ NO

Please explain your response

Would you like to see any changes in the BYU-I student teaching programs?

- ☐ Yes
- ☐ No

Please explain your response

We thank you for your time spent taking this survey.
Your response has been recorded.

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Idaho State University 2018 Educator Preparation Program Review: Idaho State Program Review Team Report

REFERENCE

June 2016	Board accepted the Professional Standards Commission's recommendation to accept the 2015 State Team Report as submitted, and grant Conditional Approval based on the additional documentation submitted by Idaho State University for their English, English as a New Language, and Economics programs.
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APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs. From November 10-13, 2018, the PSC convened a State Review Team composed of twelve (12) content experts and two (2) state observers to conduct a full unit review of the Idaho State University (ISU) educator preparation program. The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at ISU meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Individual program foundation and enhancement standards were reviewed as well as state specific requirements. Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: course syllabi and other course materials (lessons/assignments, readings, exams, etc.); candidate performance on key indicators such as Praxis exams and other performance-based assessments; examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, and university faculty.

CONSENT
JUNE 20, 2019

After the site visit and review of the State Report, ISU submitted a rejoinder to the State Report, as well as supporting documentation. The Standards Committee of the PSC reviewed all documents at the PSC meeting on January 24, 2019.

The rejoinder to the State Report addresses the Special Education Director program. The Standards Committee of the PSC studied the rejoinder and supporting documents and recommended to the full PSC acceptance of the Idaho State University State Team Report and Rejoinder; moving Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.

IMPACT

The recommendations in this report will enable ISU to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – 2018 ISU State Review Team Report

Attachment 2 – 2018 ISU Rejoinder to State Review Team Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be “Approved,” “Not Approved,” or “Conditionally Approved.” Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of

CONSENT
JUNE 20, 2019

study completed or Pupil Service Certificate as applicable to the area of study. The specific programs reviewed and recommendations are listed in Attachment 1 starting on page 5.

BOARD ACTION

I move to accept the recommendation from the Professional Standards Commission to accept the 2018 Idaho State Team Report and Rejoinder and approve the programs identified for continued approval as indicated in Attachments 1 and 2 with conditional approval for the Special Education Director program due to insufficient evidence and lack of completers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT- MID-CYCLE FOCUS VISIT
IDAHO STATE UNIVERSITY
NOVEMBER 10–13, 2018

Micah Lauer, Team Chair

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Katie Mathias, State Observer

Lisa Colón Durham, State Observer

**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**



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INTRODUCTION

“Idaho State University, a Carnegie-classified doctoral research and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello, and at locations in Meridian, Idaho Falls and Twin Falls, ISU offers access to high-quality education in more than 250 programs. Over 12,000 students attend ISU, receiving education and training in those programs. Idaho State University is the state's designated lead institution in health professions.

Idaho State University faculty and students are leading the way in cutting-edge research and innovative solutions in the areas of energy, health professions, nuclear research, teaching, humanities, engineering, performing and visual arts, technology, biological sciences pharmacy and business. Idaho State University combines exceptional academics amidst the grand natural beauty of the West. ISU is at the heart of an outdoor-lover's paradise and a short drive to some of America's greatest natural wonders and exciting outdoor recreation opportunities.”

(Source: <https://www.isu.edu/about/>)

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Idaho State University meet state standards for initial certification. A twelve-member state program approval team, accompanied by two state observers, conducted the review. The standards used to validate the State Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Individual program foundation and enhancement standards were reviewed as well as state specific requirements.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: course syllabi and other course materials (lessons/assignments, readings, exams, etc.); candidate performance on key indicators such as Praxis exams and other performance-based assessments; examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, and university faculty.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
State Specific Requirements: Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standard 3.2 performance, unacceptable: <i>Due to insufficient evidence</i>
State Specific Requirements: Pre-Service Technology Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements: Model Pre-Service Student Teaching Experience	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standard 2 (EPP supervisor), unacceptable: <i>Due to insufficient evidence</i>
State Specific Requirements: Institutional Recommendations	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standard 9, Administrator certificate only, unacceptable: <i>Due to insufficient evidence</i>
Idaho Standards for Bilingual Education and English as a New Language (ENL) Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standard 9.2 performance: unacceptable <i>Due to insufficient evidence</i>
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	<i>Conditionally approved due to no evidence collected for early childhood specific indicators</i>
Idaho Foundations Standards for Communication Arts Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	4.2 performance, unacceptable, 9.2 performance, unacceptable: <i>Due to lack of evidence due to lack of completers</i> <i>Conditionally approved due to lack of completers</i>

Standards/Program	Recommendation	Notes
Idaho Standards for Journalism Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	4.2 performance, unacceptable: <i>Lack of evidence due to lack of completers</i> <i>Conditionally approved due to lack of completers</i>
Idaho Standards for Speech and Debate Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	4.2 performance, unacceptable: <i>Insufficient evidence due to lack of completers</i> <i>Conditionally approved due to lack of completers</i>
Idaho Standards for English Language Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Exceptional Child Generalists	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Special Education Teachers of Students who are Deaf/Hard of Hearing	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standards 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2, 9.2, 10.2 performance, standard 7.1 knowledge: unacceptable <i>Due to lack of completers</i> <i>Conditionally approved due to insufficient evidence and lack of completers</i>
Idaho Standards for Mathematics Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Professional-Technical Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standards 1.2, 4.2, 7.2, 8.2, 9.2, 10.2, 11.2, 12.2 performance: unacceptable <i>Each marked unacceptable due to lack of completers</i> <i>Conditionally approved due to lack of completers</i>
Idaho Standards for Family and Consumer Science Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standards 1.2, 2.2, 5.2, 7.2, 8.2, 9.2 performance: unacceptable <i>Insufficient evidence due to lack of completers</i> <i>Conditionally approved due to lack of completers</i>
Idaho Foundation Standards for Science Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	5.1 knowledge, 5.2 performance, 9.2 performance: unacceptable <i>Each marked unacceptable due to lack of completers</i>
Idaho Standards for Chemistry Teacher	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	4.2 performance: unacceptable <i>Due to lack of completers and insufficient evidence</i> <i>Conditionally approved due to insufficient evidence and lack of completers</i>
Idaho Standards for Physics Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	4.2 performance: unacceptable <i>Due to lack of completers</i> <i>Conditionally approved due to lack of completers</i>
Idaho Foundation Standards for Social Studies Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards American Government/Political Science Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	4.1 knowledge: exemplary
Idaho Standards for Economics	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	4.1 knowledge, 4.2 performance: unacceptable <i>Due to lack of evidence</i> <i>Unapproved due to lack of evidence</i>
Idaho Foundation Standards for Visual and Performing Arts Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	<i>Conditionally approved due to lack of completers</i>
Idaho Standards for Theatre Arts Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	<i>Conditionally approved due to lack of completers</i>
Idaho Standards for Visual Arts Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	<i>Conditionally approved due to lack of completers</i>
Idaho Foundation Standards for World Languages Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standard 6.2, 7.2, 8.2, 10.2 performance: unacceptable <i>Due to lack of evidence</i> <i>Conditionally approved due to lack of evidence</i>
Idaho Standards for Online Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Standards 7.2, 8.2, 9.2 performance: unacceptable <i>Each marked insufficient due to lack of completers</i>
Idaho Foundation Standards for the Preparation of School Administrators	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	<i>Not reviewed, prerequisite for Special Education Directors</i>

Standards/Program	Recommendation	Notes
Idaho Standards for Special Education Directors	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	<p>5.1 knowledge, 5.2 performance 10.1 knowledge, 10.2 performance, 12.1 knowledge, 12.2 performance: unacceptable <i>Insufficient evidence and lack of completers</i></p> <p>In April 2019, the PSC accepted ISU's rejoinder and voted to move Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.</p>

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

The rubrics describe three levels of performance: unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none"> The program provides evidence that candidates meet fewer than 75% of the indicators. 	<ul style="list-style-type: none"> The program provides evidence that candidates meet 75%-100% of the indicators The program provides evidence candidates use assessment results in guiding student instruction (when applicable). 	<ul style="list-style-type: none"> The program provides evidence that candidates meet 100% of the indicators. The program provides evidence of the use of data in program improvement decisions. The program provides evidence of at least three (3) cycles of data of which must be sequential.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard 1: Foundational Literacy Concepts. *The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

Knowledge

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.
- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Course syllabi, including course assignments, rubrics, and guidelines indicate knowledge standards are met for Foundational Literacy Concepts. Reports on pass percentages for different standards of the Idaho Comprehensive Literacy Assessment indicate Standard 1 (Foundational Literacy Concepts) have a lower initial pass rate than Standards 2 and 3.

Sources of Evidence

- Course Syllabi (EDUC 3321, 3322)
- Basal Inquiry Report rubrics
- Reports of ICCLA
- Case study guideline and rubrics

Performance

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.

- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

<i>Standard 1 Foundational Literacy Concepts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Course syllabi, including course assignments, rubrics, and guidelines adequately address standards for Foundational Literacy Concepts. Reports on pass percentages for different standards of the Idaho Comprehensive Literacy Assessment indicate Standard 1 (Foundational Literacy Concepts) has a lower initial pass rate than Standards 2 and 3. Course assignments indicate they could demonstrate performance standards via candidate artifacts. The Basal Inquiry Report analyzes how one might use a basal reader to teach reading; however, no lesson plans are included. Evidence of planning for 1d and 1e is not provided. The adaptations portfolio identifies selection and modification of reading instructional strategies and routines for comprehension and, potentially, fluency (1f).

Sources of Evidence

- Course Syllabi (EDUC 3321, 3322)
- Basal Inquiry Report
- Reports of ICLA

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

- 2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

<i>Standard 2 Fluency, Vocabulary, Development, and Comprehension</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Course syllabi and pass scores on ICLA reports serve as acceptable evidence for knowledge standards for Standard 2, Fluency, Vocabulary, Development, and Comprehension. Interviews with candidates also indicated they practiced writing lesson plans for literacy concepts and were observed in early field experiences.

Sources of Evidence

- Course Syllabi (EDUC 3322, 4419)
- Pass Scores on ICLA
- Interviews

Performance

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.
- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

<i>Standard 2 Fluency, Vocabulary, Development, and Comprehension</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Candidate pass rates indicated on ICLA reports run in Taskstream demonstrate meeting performance standards for ICLS 2. Course assignments, such as the annotated bibliography, indicate candidates are asked to review multiple text genres and instructional strategies. The lesson plans and reflections provided for Standard 2 indicate performance standards for vocabulary.

Sources of Evidence

- Story Hour 2 PowerPoint slides with lesson plan, reflection and differentiation for English Language Learners provided
- Adaptations Portfolio
- Interviews with Candidates

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

<i>Standard 3 Literacy Assessment Concepts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Course syllabi and ICLA scores indicate Standard 3 Literacy Assessment Concepts are met. Interviews with mentor teachers indicate candidates practice Idaho Reading Indicator assessments and progress monitoring in field experiences.

Sources of Evidence

- Course syllabi (EDUC 3322, 4419)
- ICLA Scores
- Interviews

Performance

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.
- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

<i>Standard 3 Literacy Assessment Concepts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

Analysis – Assignments and rubrics from EDUC 4419 indicate performance standards are addressed for literacy assessment. Candidates complete a case study assignment engaging in reading diagnosis and assessment. Mentor teachers indicate candidates do practice with “state-specific literacy assessments.” Adaptations portfolio artifacts indicate candidates could suggest different strategies for differentiating instruction; however, these are not connected directly to “literacy assessment results.” Minimal evidence was provided for 3g “The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments” as these lesson plans and adaptations were created as conjecture and no evidence was provided for authentic implementation (and evaluation) in a field experience setting.

Sources of Evidence

- Adaptations Portfolio
- EDUC 4401 and 4419 assignment

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	3	0	3	0
Performance	3	1	2	0

Areas for Improvement

- More attention to Standard III, Indicator 3g (selecting, administering, and interpreting assessments), would provide evidence for meeting diagnostic literacy assessment practices.

Recommended Action on Idaho Comprehensive Literacy Standards

- ☒ Approved
- ☐ Conditionally Approved

CONSENT
JUNE 20, 2019

ATTACHMENT 1

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. ***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
 - a. Promote, support, and model creative and innovative thinking and inventiveness
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

<i>Standard 1</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Facilitate and Inspire Student Learning and Creativity</i>		X	

Standard 1 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 1 Facilitate and Inspire Student Learning and Creativity are addressed in coursework. Interviews with candidates, completers, supervisors and mentor teachers indicated ISU candidates are well-prepared for preparing instructional activities supported by technology. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- EDUC 3311 Syllabus
 - EDUC 3311 assignments and rubrics/guidelines
 - ISTE Project Rubric; Webquest Rubric; Virtual Group Assignments
 - Performance reports by standard indicate 1b and 1c are 64% and 69% respectively
 - Tech Portfolios from 3311
2. ***Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.***

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

<i>Standard 2</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Design and develop digital age learning experiences and assessments</i>		X	

Standard 2 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate that Standard 2 Design and develop digital age learning experiences and assessments are addressed in coursework. Interviews with supervisors and mentor teachers indicated ISU candidates plan lessons with technology (including assessments) in their student teaching field experiences. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- 3311 Webquest assignment
- 3311 Tech portfolios
- Interviews with candidates, completers, and mentor teachers

3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

<i>Standard 3</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Model digital age work and learning</i>		X	

Standard 3 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate that Standard 3 Model digital age work and learning are addressed in coursework. Interviews with candidates, completers, supervisors and mentor teachers indicated ISU candidates implement technology-based lessons in their student teaching placements. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- Weebly website examples for communicating with students, peers, parents, and community members
- Candidate discussion forums during 3311 coursework
- 3311 syllabus and rubrics/guidelines

4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

<i>Standard 4</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Promote and model digital citizenship and responsibility</i>		X	

Standard 4 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 4 Promote and model digital citizenship and responsibility are addressed in coursework. Candidate interviews indicated Assistive Technology coursework and assignments addresses how to meet diverse needs of all learners. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard. Minimal attention is paid global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

Sources of Evidence

- 3311 Portfolios
- 3311 Syllabus, Rubrics, Guidelines
- Taskstream analysis reports of scores per standards

5. Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Engage in professional growth and leadership</i>		X	

Standard 5 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 5 Engage in professional growth and leadership are addressed in coursework. Reflections in the portfolios indicate specific attention to leadership and research for growth in professional practice. Self-renewal is evident in candidate artifacts. Interviews indicate candidates are well-prepared and exhibit leadership in technology pedagogy. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- 3311 Portfolio reflections
- 3311 discussion board forums
- Syllabus
- Interviews

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Pre-Service Technology Standards	5	0	5	0

Areas for Improvement

- Interviews with mentor teachers indicate teacher candidates and completers are very well-prepared to use technology in their teaching and professional activities. A potential area for attention in the program is having a “back-up plan” for when instructional technology fails in the classroom due to technical difficulties.

Recommended Action on Pre-Service Technology Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

<i>Standard 1</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Mentor Teacher</i>		X	

Standard 1 Analysis – Institutional documents and a mentor teacher survey demonstrate that indicators 1a through 1c are met. Interview with Field Experience Supervisor indicates initial contact with administrators listing these requirements is the first step while the follow-up survey confirms these attributes are met. Interviews with mentor teachers and supervisors indicate there are different levels of co-planning and co-teaching. Mentor teachers do conduct observations and provide feedback on candidate teaching. The mentor teachers are not evaluated by candidates.

Sources of Evidence

- Mentor Teacher Survey
- Placement Request Email to Principals
- Interviews

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

<i>Standard 2</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Educator Preparation Program (EPP) Supervisor</i>	X		

Standard 2 Analysis – Institutional documents (e.g., supervisor survey) indicate teaching experience is required. Interviews with supervisors and Director indicate “proficiency in assessment of teacher performance with ongoing rater reliability” are not present requirements for EPP supervisors. A plan for moving forward in meeting this standard is being outlined. EPP supervisor interviews indicate they do receive some feedback from candidate evaluations. Systems for documenting Standard 2 requirements are being discussed and should be in place in near future.

Sources of Evidence

- Interviews with candidates and supervisors
- Institutional documents
- Interview with Director of Field Experiences

Standard 3: Partnership.

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

<i>Standard 3</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Partnership</i>		X	

Standard 3 Analysis – Mentor teachers indicate they receive support from EPP representatives in their work. There is evidence of shared observations in files where mentor teachers and supervisors work together. An interview with the Director of Field Experiences indicates full-day seminars where candidates engage in development in ideas connected to school district focus areas (e.g., trauma and resilience). The Director also visits each placement classroom to provide support to mentor teachers and candidates. There is limited evidence connected to partnership systems and structures being in place to sustain activities or connected to the conceptual framework.

Sources of Evidence

- Interview with Director
- Interview with Mentor Teachers
- Notes from a partner meeting

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

<i>Standard 4</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Student Teacher</i>		X	

Standard 4 Analysis – Interviews with candidates, the Director, and a review of candidate files indicate 4a – 4e requirements are being met. Institutional Recommendation Audit indicates Praxis assessments are passed prior to student teaching. The Director interviews all candidates individually before placing them for student teaching, and there is an interview with dispositional criteria to be formally admitted to Teacher Education.

Sources of Evidence

- Interview with candidates
- Interview with Director
- Review of candidate files

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Student Teaching Experience</i>		X	

Standard 5 Analysis – Candidate files hold multiple observations from mentor teachers and supervisors. There are 10 observations required over the course of 13 weeks of student teaching. Interviews with candidates, supervisors and the Director indicate a common summative assessment, Individualized Professional Learning Plan, and influence on student learning are all documented in student teaching. 5g will be evidenced through this process per individual programs.

Sources of Evidence

- Candidate files
- Interview with Director
- Interview with candidates and supervisors

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	1	4	0

Areas for Improvement

- Creation of a plan for “proficiency in assessing teacher performance with ongoing rater reliability” for all EPP supervisors.
- Documentation of “proficiency” for all EPP supervisors meeting teacher observation/evaluation state requirements.
- Creation of system for candidate and school professional evaluations of supervisors.

Recommended Action on Model Preservice Student Teaching Experience Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.

<i>Standard 1</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>State Board Approved Program</i>		X	

Standard 1 Analysis – All areas of endorsement indicated on the randomly selected institutional recommendations were State Board approved preparation program areas. There were a total of four (4) institutional recommendations for mathematics, of which two (2) were for grades 6-12. Both did not include the minimum 20 credit requirement in mathematics, and one (1) did not include the requirement of second year calculus.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

<i>Standard 2</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Content Knowledge Assessment</i>		X	

Standard 2 Analysis – Ninety-three percent (93%) of the institutional recommendations provided evidence the candidate passed the State Board approved content area assessment. One institutional recommendation did not include the corresponding history assessment, and one included the incorrect mathematics assessment.

Standards 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

<i>Standard 3</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Pedagogy</i>		X	

Standard 3 Analysis – Eighty four (84%) of the institutional recommendations provided evidence the candidate completed a methods course in all areas of endorsement. Elementary math methods was used for candidates completing the Mathematics - Basic (5-9) in conjunction with an All Subjects (K-8) endorsements. Candidates completing a Mathematics (6-12) did not complete any math methods coursework. IDAPA Rule requires at least two (2) semester credits must be focused on secondary mathematics pedagogy for all mathematics endorsements. Institutional recommendations included a common summative assessment indicating competency in pedagogy of the area of endorsements.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

<i>Standard 4</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Performance Assessment</i>		X	

Standard 4 Analysis – Random selection of institutional recommendations included common summative assessments with a basic or higher rating in all components.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Clinical Experience</i>		X	

Standard 5 Analysis – Approximately sixty-five percent (65%) of randomly selected institutional recommendations included evidence that candidates completed clinical experience in all areas of endorsements. Majority of the lack of evidence was from the additional content area for elementary candidates; there was evidence for the elementary placement, but not evidence for the specific 5-9 grade level endorsement. All randomly selected institutional recommendations had at least one clinical experience based on their endorsements.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

<i>Standard 6</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Student Achievement</i>		X	

Standard 6 Analysis – Evidence provided that candidates have the ability to produce measurable student achievement/success and create student learning objectives for those candidates whose information was stored in Taskstream.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

<i>Standard 7</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Individualized Professional Learning Plan</i>		X	

Standard 7 Analysis – Random selection of institutional recommendations included individual professional learning plan.

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

<i>Standard 8</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Adding Endorsement Only</i>		X	

Standard 8 Analysis – All areas of endorsement indicated on the randomly selected institutional recommendations, including adding endorsements, were approved preparation program areas by the State Board of Education.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.

<i>Standard 9</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Administrator Certificates Only</i>	X		

Standard 9 Analysis – Randomly selected institutional recommendations for administrators included training in conducting evaluations. There is no evidence that the administrators have demonstrated proficiency. This is an area that the program will need to develop in order to include evidence that administrator candidates are proficient.

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	9	1	8	0

Areas for Improvement

- Include a secondary mathematics methods course to all mathematics endorsements, including grade 5-9 and 6-12 in order to meet IDAPA Rule.
- Include a process for measuring proficiency in administrator ability to conduct teacher evaluations based on the statewide framework for evaluation.

Recommended Action on Institutional Recommendations

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A NEW LANGUAGE (ENL) TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.
2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
7. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		x	

1.1 Analysis – Candidates have knowledge and understanding of key components and structure found in a language rich environment as demonstrated by documentation of course realignment by education department and stakeholders, autonomy candidates have to structure course sequence for the endorsement as needed, and evidence listed on syllabi for variety of assignments,

Sources of Evidence

- Changes made to course list for English as a New Language endorsement program (copy of Google document and meeting minutes)
- Assignments listed on syllabi (Linguistic Forum, Linguistics Reading Groups, field reports)
- Assignments designed for understanding language rich environments (reading, writing, listening and speaking)

Performance

1. (Bilingual only) The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.
2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.
5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Candidates are given a variety of opportunities to conduct interviews with parents and English Language teachers in a variety of settings. Candidates demonstrate knowledge and understanding of instructional strategies by creating lessons taught in schools.

Sources of Evidence

- Syllabus indicates candidate creates and teaches lesson plans after observing English Language Learners
- Evidence of candidate work sample of observations conducted in schools and experience reflection
- Culture and community interview assignment

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Syllabi and assignment criteria demonstrate that candidates have knowledge and understanding of how students learn and develop the process of second language acquisition, and the advantages of bilingualism and biliteracy.

Sources of Evidence

- Syllabi: Linguistic Reading Groups assignment/Linguistic Forum
- Syllabi: ESL textbook evaluation assignment and rubric
- Literature Review assignment

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.
4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – There is acceptable evidence that candidates observe and teach lessons during practicum experiences. Reflections after these observations indicate a depth of understanding of the way culture influences learning a second language.

Sources of Evidence

- Syllabus lists requirement for lesson plan design and teaching
- Course-standard Alignment Matrix: (Knowledge and Performance)
- Candidate reflection includes evidence of observation and evaluation of student learning
- Candidate lesson plan and reflection in English Learner Profile assignment
- Cooperating teacher and university supervisor evaluations using Danielson and WiDA framework.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.
2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).
3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.
4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Evidence from course syllabi, assignments from core education courses, and an interview with the English language program coordinator indicates that candidates understand the distinctions between identification processes and appropriate accommodations/scaffolding for both English Language Learners and special education students.

Sources of Evidence

- Interview with ISU English Language Learner program coordinator who described in-class discussions and lecture with candidates about the distinction between special education and English Learner identification
- Assignment identifying the distance between a first language and learning a second language and how culture can influence the distance between the two
- UDL lesson plan identifying the distinction between accommodations written for special education students and English language learners

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
2. The teacher utilizes strategies that advance accuracy in students' language production and socio- culturally appropriate usage with an understanding of how these are influenced by the first language.
3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development.
4. The teacher provides appropriate accommodations that allow students to access academic content.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – Evidence indicates that candidates develop relationships with cooperating teachers, community members, parents, and students to develop an understanding of how culture can influence learning a second language.

Sources of Evidence

- English Language Learner coordinator interview discussing course assignments
- Field experiences including candidate interviewing community members and parents of students from diverse cultures
- Field experiences including 40 hours of practicum experience in schools with diverse learning populations. Field experiences can include teaching two or more lessons to English language learners

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.
2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Syllabi and a variety of course assignments, especially in methods and cultural diversity courses, indicate that candidates have knowledge of adaptation processes to curriculum and technology resources.

Sources of Evidence

- English as a Second Language textbook review assignment.
- Software evaluation assignment
- Understanding WiDA (standards for language learners) standards assignment

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Faculty interview, candidate lesson plans, and syllabi demonstrate that candidates are able to apply strategies used to support English Language Learners.

Sources of Evidence

- Candidates develop lessons during practicum experience to teach to English Language Learners
- Interview with English Language Learner program coordinator who shared strategies taught to candidates and integrated into lesson plans taught during practicum experience
- Candidate evidence of integration of language rich strategies to support English Language Learners

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – The program provides acceptable evidence throughout coursework assignments that candidates have a good understanding of how culture influences motivation in a K-12 classroom setting.

Sources of Evidence

- English Language Learner candidate Philosophy Paper indicating specifics on how culture can influence student progress
- Candidate classroom observations
- Informed Belief Statement on Diversity assignment

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The program provides acceptable evidence that candidates understand the importance of being culturally responsive when planning classroom management techniques.

Sources of Evidence

- Candidate reflection paper written after observation experience discussing teacher interviews and classroom environment
- Candidate discusses student adaptability to regular classroom instruction
- Cooperating teacher disposition evaluation of candidate

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
3. The teacher understands the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The program provides acceptable evidence of the four modalities of a language rich environment throughout course curriculum.

Sources of Evidence

- Course syllabi
- Interview with English Language Learner program coordinator of course discussions and lectures given to candidates
- Candidate demonstrate knowledge of the distance between learning a first and second language on class assignments

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.
2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.
3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – The program provides some evidence of candidate understanding of facilitating students' acquisition through lesson plans and candidate reflections, stakeholder interviews, and student data. Evidence was lacking in the area of using active and interactive activities to promote student learning.

Sources of Evidence

- Community and parent interviews conducted by candidate
- Pre-post student data taken by candidate
- Candidate lesson plan reflection

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Candidate work shows evidence of how to take into consideration students' diverse cultural backgrounds and support instruction utilizing specific strategies for English Language Learners.

Sources of Evidence

- English Language Development Standard (WiDA) assignments
- Class discussion and assignments focused on Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) along with relationship between first language (L1) and second language (L2)
- Candidate observation during multicultural assignment

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – The EPP provides acceptable evidence that candidates deliver lesson plans in a K-12 setting.

Sources of Evidence

- Disposition evaluations done by cooperating teachers on candidates after practicum hours are finished
- English Learner profile assignment
- Lesson plans taught by candidate and indicated on course matrix

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.
3. (ENL only) The teacher understands how to measure the level of English language proficiency.
4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.
5. The teacher is familiar with the state English language proficiency assessment.
6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.
8. The teacher understands how to use data to make informed decisions about program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis – The EPP provides sufficient evidence of how candidates are taught to use WiDA (World-Class Instructional Design and Assessment) state specific English Language Learner standards and assessment, instructional strategies that help to scaffold learning for English learners, and how to assess areas including reading, writing, listening, and speaking.

Sources of Evidence

- Course assignments focused on state specific English Language Learner standards
- Pre and post assessment data
- Syllabi indicating how to write accommodations for English learners

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.
3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
4. The teacher uses appropriate accommodations for language learners being tested in the content areas.
5. The teacher uses data to make informed decisions about program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – Acceptable evidence was provided by the EPP to demonstrate that candidates use assessment when instructing English Language Learners.

Sources of Evidence

- Candidate lesson plans
- Cooperating and university supervisor evaluations
- Portfolio assignment

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – The EPP provided evidence of candidates continuing to learn and grow through first-hand experiences required during course work. This included but was not limited to volunteering for community events related to cultural experiences, observation hours in schools, collaboration with cooperating teachers to support English learners, and parent interviews. A variety of course assignments helped candidates recognize the complexity of supporting English learners with understanding the importance of developing ongoing relationships with families, communities, and other stakeholders.

Sources of Evidence

- Syllabi
- Observation hours connected to courses and practicum experience
- Portfolio assignment

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis– The endorsement program has had a limited number of completers at time of review. In an interview, a professor from World Languages indicated she had taken courses from the education department and has changed coursework because of this experience. No other evidence was available from alumni, completers, or candidates.

Sources of Evidence

- Faculty interview

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.
2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – The EPP provided considerable evidence of the importance of investing in community stakeholders when supporting English learners. A focus is placed on the way in which the culture influences the way an English Language Learns.

Sources of Evidence

- Portfolio assignment
- Community experiences and parent interviews
- Observation hours spent in schools and participation in community cultural events

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – Candidates are required to spend observation hours within the community. Candidates interview parents, meet with community members, attend public school board meetings, volunteer at a local food bank, teach and support English learners, and meet with cooperating teachers.

Sources of Evidence

- Interviews
- Observation hours
- Practicum requirements

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	0	10	0
Performance	10	1	9	0

Areas for Improvement

- It could be beneficial for education faculty to develop a lesson plan template candidates could use which includes the four modalities.
- Candidate knowledge of how to assess (both formative and summative) in the four modalities would be helpful when candidates move to practicum and internship experiences.
- Not enough evidence was provided on whether or not candidates maintained a high level of proficiency according to the ACTFL guidelines.

Recommended Action for Bilingual Education and ENL

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR BLENDED/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The early childhood educator knows that family systems are inextricably tied to child development.
2. The early childhood educator understands the typical and atypical development of infants' and children's attachments and relationships with primary caregivers.
3. The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.
4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.
6. The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.
7. The early childhood educator understands the role of adult-child relationships in learning and development.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – The EPP provides sufficient evidence (assignments, rubrics, student lesson plans, candidate and program faculty interviews) of all knowledge indicators for Standard 1. Evidence demonstrates the program ensures the teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Sources of Evidence

- Candidate work samples: motivation and management case study, classroom management plan assignment, instructional sequence plan, common summative assessment assignment, UDL lesson plan, severe disabilities strategies project
- Early childhood education and special education syllabi
- Candidate Interview
- Faculty interviews

Performance

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.
3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Interviews with candidates, candidate work samples (lesson plans, case studies, and classroom management plan), student teaching observation, family meeting conference, and candidate reflections provide evidence that teacher candidates demonstrate an adequate ability to meet Standard 1 performance indicators.

Sources of Evidence

- Candidate work samples: candidate reflection on student teaching observation, child observations, family meeting conference, development reflection essay
- Candidate interviews
- Faculty interviews
- Candidate reflection on development

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.
2. The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.
4. The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g. medical, support, service delivery).
5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators to demonstrate that the program is designed to meet Standard 2 suggesting the teaching candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Evidence reviewed includes syllabi, course assignments and rubrics, ECE (Early Childhood Education) Praxis scores, as well as interviews with program candidates and program faculty.

Sources of Evidence

- Candidate work samples: classroom management plan assignment, assessment: comprehensive evaluation guidelines
- Severe disabilities strategies rubric
- Early childhood education and special education syllabi
- Candidate interviews
- Faculty interviews
- ECE praxis scores

Performance

1. The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.
2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Interviews with candidates and faculty, review of candidate work samples, and student teaching observations provide evidence that performance indicators for Standard (2) are addressed completely.

Sources of Evidence

- Candidate interviews
- Candidate work samples: technology portfolio (assistive technology project), tool kit case study, position and mobility project
- Student teaching observations
- Faculty interviews

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The early childhood educator understands the importance and use of routines as a teaching strategy.
2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.
3. The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.
4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.
6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.
7. The early childhood educator understands that the child's primary teacher is the parent.
8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – The EPP provides sufficient evidence regarding all knowledge indicators for Standard 3 demonstrating the teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Evidence reviewed included candidate work samples and rubrics, syllabi, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: common summative assessment, safety plan
- Literacy case study rubric
- Early childhood syllabi
- Candidate interviews
- Faculty interviews

Performance

1. The early childhood educator promotes opportunities for all children in natural and inclusive settings.
2. The early childhood educator embeds learning objectives within everyday routines and activities.
3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.
4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.
6. The early childhood educator plans and implements intervention consistent with the needs of children.

7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.
8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – Interviews with candidates and faculty, review of candidate work samples, and framework for teaching observations provide evidence that performance indicators for Standard (3) are addressed by the EPP.

Sources of Evidence

- Framework for teaching observation of candidate
- Candidate work samples: teaching and learning plan reflection, IPLP, IEP meeting and attendance, UDL lesson plan
- Candidate interviews
- Faculty interviews

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).
2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.
3. The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.
4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The early childhood educator understands the elements of play and how play assists children in learning.
6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.
7. The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.
8. The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).
9. The early childhood educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.
10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 4 to demonstrate that the teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Evidence reviewed included candidate work samples, rubrics, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: menu assignment, USDA guideline assignment, unit plan, instructional planning sequence, UDL lesson plan
- Literacy case study rubric
- Candidate interviews
- Faculty interviews

Performance

1. The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.
2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

3. The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Candidate work samples, framework for teaching observation, and an IEP meeting checklist provide evidence that all performance indicators for Standard (4) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: lesson plan, student teaching assignment, common summative assessment, unit plan 1, classroom management plan, IEP meeting reflection
- Framework for teaching observation
- IEP meeting checklist

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.
2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.
3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.
4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).
5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.
6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 5 suggesting the teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Evidence reviewed included test scores from the National Occupational Competency Testing Institute (NOCTI), syllabi, student work samples, rubrics, and candidate and program faculty interviews.

Sources of Evidence

- National Occupational Competency Testing Institute (NOCTI) test scores
- Early Childhood Education (ECE) syllabi
- Candidate work samples: common summative assessment, instructional sequence plan, Universal Design for Learning (UDL) lesson plan
- Severe disabilities strategies rubric
- Faculty interviews

Performance

1. The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).
2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.
3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.
4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Candidate work samples, assignment guidelines and rubrics, practicum observations, and framework for teaching observations provide evidence that all performance indicators for Standard (5) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: lesson plans, student teaching, student reflection, UDL lesson plan

- Role playing assignment
- Practicum observation
- Framework for teaching observation
- Social problems rubric

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.
3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.
4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 6 demonstrate that the teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Evidence reviewed includes candidate work samples, syllabi, and candidate interviews.

Sources of Evidence

- Candidate work samples: unit plan, lesson plan, common summative assessment, assessment comprehensive evaluation report
- ECE syllabi
- Candidate interviews

Performance

1. The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

2. The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.
3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.
4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.
5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).
6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (6) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: environment reflection, student teaching work sample, lesson plan, environment design project, IEP meeting candidate reflection, classroom management plan, unit plan
- Candidate interviews
- Faculty interviews

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).
2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 7 suggesting the teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Evidence reviewed included student work samples (case study, classroom management plans, technology portfolio), ECE syllabi, NOCTI test scores, and program faculty interviews.

Sources of Evidence

- NOCTI tests scores
- Candidate work samples: case study, classroom management plan, technology portfolio
- ECE syllabi
- Faculty interviews

Performance

1. The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.
2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children’s development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).
3. The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).
4. The early childhood educator analyzes activities and tasks and uses procedures for monitoring children’s skill levels and progress.
5. The early childhood educator evaluates children’s skill development in relation to developmental norms and state-adopted standards.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (7) are addressed by the EPP. Evidence reviewed included student work samples, candidate interviews, assignment rubrics, and practicum observations.

Sources of Evidence

- Candidate work samples: candidate reflection, unit plan, common summative assessment, UDL lesson plan, student teaching work sample

- Candidate interview
- Instructional sequence rubric
- Practicum observations

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).
2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 8 demonstrate the teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Evidence reviewed included student work samples (environment design project, classroom management plan, assessment comprehensive evaluation, NOCTI exam scores, technology portfolio, and development appropriate practice lesson plan), ECE and SPED syllabi, and candidate interviews.

Sources of Evidence

- Candidate work samples: environment design project, classroom management plan, assessment-comprehensive evaluation report, NOCTI exam scores, technology portfolio (assistive technology), developmentally appropriate practice lesson plan
- ECE and SPED syllabi
- Candidate interviews

Performance

1. The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).
2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (8) are addressed by the EPP. Evidence reviewed included student work samples, faculty interviews, and practicum observations.

Sources of Evidence

- Candidate work samples: developmentally appropriate lesson plan, UDL lesson plan, practicum observation, student teaching work samples, student reflection, case study
- Practicum observation
- Faculty interviews

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.
2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.
3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 9 suggesting the teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Evidence reviewed included student work samples, NOCTI exam scores, technology portfolio, syllabi, and faculty interviews.

Sources of Evidence

- Candidate work samples: technology portfolio, article reading and reflection, NOCTI exam scores, director lens project
- ECE syllabi
- Faculty interviews
- NOCTI exam scores

Performance

1. The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.
2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>		X	

9.2 Analysis – Candidate work samples, program faculty and candidate interviews and checklists provide evidence that all performance indicators for Standard (9) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: technology portfolio, candidate reflection, director lens project
- Faculty interviews
- Director/lead teacher checklist and feedback form
- Candidate interviews

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC).
2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The early childhood educator knows community, state, and national resources available for children and their families.
4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.
5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).
6. The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.
7. The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 10 demonstrate that the teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Evidence reviewed included candidate work samples, optional conference attendance, director feedback checklist form, syllabi, field trip resource activity, portfolio, National Association for the Education of Young Children (NAEYC) student membership, ECE library advisory agendas, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: final case study, unit plan, severe disabilities strategies project, candidate reflection, student teaching work sample
- Conference attendance (optional)
- Director feedback checklist form
- Candidate interview
- Faculty interviews
- ECE syllabi
- Field trip (local childcare resource center for Idaho Stars)
- Portfolio guidelines
- National Association for the Education of Young Children (NAEYC) member requirement
- ECE Library Advisory Board agendas
- NAEYC accreditation

Performance

1. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.
2. The early childhood educator identifies and accesses community, state, and national resources for children and families.
3. The early childhood educator advocates for children and their families.
4. The early childhood educator creates a manageable system to maintain all program and legal records for children.
5. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.
6. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>		X	

10.2 Analysis – Candidate work samples, program faculty and candidate interviews and checklists provide evidence that all performance indicators for Standard (10) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: final case study, unit plan, severe disabilities strategies project, candidate reflection, student teaching work sample
- Conference attendance (optional)
- Director feedback checklist form
- Final exam questions
- Candidate interviews
- Faculty interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	0	10	0
Performance	10	0	10	0

Areas for Improvement

- For two reviews in a row, there has been no evidence for the Early Childhood specific indicators available to reviewers, nor a systematic process defined to assess competencies.
- Early Childhood standards and evidence are not embedded in offered coursework in a documented way.
- See Conditional Approval Note

Recommended Action for Blended Early Childhood Education/Early Childhood Special Education

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
No evidence provided for early childhood specific indicators

☐ Lack of Completers

☐ New Program
- ☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.
8. The teacher understands the impact of outside social structures and institutions—including historical, political, social, economic, and cultural perspectives—on communication processes and messages.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Required course syllabi, PRAXIS scores, faculty interviews and College Course Catalog descriptions provide minimal but acceptable evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. Evidence for these indicators relies heavily on course syllabi which have been updated to show correlating standards for Communication Arts Teachers, Journalism teachers, and Speech and Debate Teachers. Although these have been updated, it was often difficult to determine within the rest of the syllabus just how these standard are being met within the teaching of the course. Interviews were able to fill some of these gaps. Journalism teachers do not have to take a PRAXIS; therefore PRAXIS scores provided by the EPP are not able to be used as evidence for Journalism teachers meeting standards.

Sources of Evidence

- Required course syllabi (separate classes for Speech and Debate Teachers and Journalism teachers)
- College Course Catalog course descriptions
http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs_text
- PRAXIS scores for Speech and Debate Teachers
- Faculty interview CMP 1110 instructor

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).
2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral components.
5. The teacher explains various methods of organization and their effects on the communication process.
6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. Journalism has not had a completer in the last 3 years, therefore no performance evidence was provided. In addition, lack of a required methods course for both Speech and Debate and Journalism teachers makes the performance portion of this standard difficult to attain. This lack of methods coursework also makes it challenging for candidates to be able to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- No evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands contemporary legal standards relating to communication and media.

<i>Standard 9 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Course syllabi, College catalog course descriptors, faculty interview, and assignment descriptions indicate that both communications and journalism endorsement candidates have the opportunity to gain the knowledge required in the professional learning and ethical practice standard. The required courses CMP 2205 for Communication Endorsement and CMP1110 for Journalism endorsement cover these topics well.

Sources of Evidence

- CMP 2205 & CMP 1110 syllabi
- Required Course assignment details
- ISU Course catalog descriptors for required courses:
<http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs>
text

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

<i>Standard 9 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. Journalism has not had a completer in the last 3 years, therefore no performance evidence was provided. Due to lack of a required methods course, evidence for the performance portion of this standard where the candidate is expected to adapt practice to meet the needs of each learner would be difficult to attain.

Sources of Evidence

- No evidence

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	2	2	0	0

Areas for Improvement

- Required methods course

Recommended Action for Foundations of Communications

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient evidence
- ☒ Lack of Completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR JOURNALISM TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).
2. The teacher understands the elements of design and layout.
3. The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.
5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.
7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).
8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).
9. The teacher understands advertising and finance.
10. The teacher knows the fundamentals of editing.
11. The teacher understands processes of effective critiquing.
12. The teacher understands journalistic and scholastic press law and ethics.

13. The teacher understands the role of journalism in democracy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, College catalog course descriptors, and interviews provide minimal but acceptable evidence that candidates seeking a journalism 20 credit endorsement would be able to understand the central concepts, tools of inquiry. No evidence was provided to demonstrate that candidates would know how to organize and equip a production area (indicator 6), organize and supervise a student staff (indicator 7), or understand advertising and finance (indicator 9) unless they take CMP 3311 as one of their optional courses.

Sources of Evidence

- Required course syllabi
- Course Catalog:
<http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs>
text
- Faculty interviews

Performance

1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.
2. The teacher student application of design and layout techniques.
3. The teacher integrates the purposes and elements of photojournalism into the production process.
4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.
5. The teacher provides opportunities for students to practice and use interviewing skills.
6. The teacher teaches editing skills and provides opportunities for student practice.
7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis - Journalism has not had a completer in the last several years, therefore no performance evidence was provided. In addition, lack of a required methods course for Journalism teachers would make the performance portion of this standard, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, difficult to attain.

Sources of Evidence

- No evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- Required methods course

Recommended Action for Journalism

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient evidence
- ☒ Lack of Completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes and types of active listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).
5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).
13. The teacher knows how to identify and minimize communication anxiety.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Required course syllabi, college course catalog course descriptors, and PRAXIS scores provide evidence that candidates applying for a communications 20 credit endorsement understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches. However, no evidence was provided to support that candidates understand types of public speaking, (indicator 6), the steps of speech preparation, rehearsal, presentation, and constructive feedback (indicator 7), or knows how to identify and minimize communication anxiety (indicator 13). In addition, evidence was limited in how the teacher knows the various types of competitive speaking events except for debate.

Sources of Evidence

- Required course syllabi (no speech syllabi were supplied and 1 4000 or above speech course if required)
- Course Catalog:
<http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs>
text
- PRAXIS scores

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction integrating digital media and visual displays to enhance presentations.

5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. In addition, lack of a required methods course for Speech and Debate teachers would make the performance portion of this standard, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, difficult to attain.

Sources of Evidence

- No evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- Requiring a methods course for Speech and Debate candidates, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, will serve these teacher-candidates well.
- Provide opportunities that support candidate understanding of types of public speaking and the steps of speech preparation, as well as how to identify and minimize communication anxiety.

Recommended Action for Speech and Debate

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient evidence
- ☒ Lack of Completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

Standard 1: Learner Development - *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Syllabi requiring developmental analysis of student reading texts, candidate work samples of unit plans, classroom student diversity analysis, examples of student work, and college supervisor observation notes of candidates’ teaching observations show that candidates meet the criteria for Learner Development Standard 1 Performance 1.2

Sources of Evidence

- Student diversity analysis records, candidate lesson plan units
- Course syllabi requiring analysis of adolescent literature and instruction methods
- Candidate teaching evaluations completed by college supervisor

Standard 2: Learning Difference - *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.
2. Candidates design and/or implement instruction that incorporates students’ linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

<i>Standard 2 Learning Difference</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Course descriptions and syllabi, candidate student teaching lesson plans, student work handouts and samples, and candidate student teaching observations provide evidence that teacher candidates demonstrate performance of Standard 2 Learning Difference Performance 2.2.

Sources of Evidence

- English 2211 and 3311 Course syllabi
- Student teaching lesson plans, student work handouts
- Student work samples, candidate observations from college student teaching supervisor

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – Student differentiation chart showing accommodations for specific students, candidate lesson plan with assignment description, and other candidate work samples show that the candidates use knowledge of students' abilities and interests to create projects and show evidence of completion of Standard 3.2.

Sources of Evidence

- Student Differentiation chart showing interventions/accommodations for students
- Assignment description/lesson plan, projects
- Candidate work samples

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g., planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Candidate interviews, lesson plans, work samples, and observation notes from student teaching supervisors provide evidence that teacher candidates demonstrate performance of Standard 4.2 Content Knowledge.

Sources of Evidence

- Candidate interviews, lesson plans
- Candidate unit plan work samples
- Student teaching observation notes from supervisors

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 5.2 Application of Content.

Sources of Evidence

- Candidate interviews
- Candidate work samples
- Candidate lesson plans

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – Candidate interviews, work samples, student diversity differentiation and accommodations, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 6.2 Assessment.

Sources of Evidence

- Candidate interviews
- Candidate work samples and lesson plans
- Student diversity differentiation and accommodations

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 7.2 Planning for Instruction.

Sources of Evidence

- Candidate interviews
- Candidate work samples
- Lesson plans

Standard 8: Instructional Strategies - *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media, and knowledge about students' linguistic and cultural backgrounds.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 8.2 Instructional Strategies.

Sources of Evidence

- Candidate work samples
- Candidate interviews
- Candidate lesson plans

Standard 9: Professional Learning and Ethical Practice - *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>		X	

9.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 9.2 Professional Learning and Ethical Practice.

Sources of Evidence

- Candidate interviews
- Candidate work samples with reflections
- Candidate lesson plans

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – Completer and candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 10.2 Leadership and Collaboration.

Sources of Evidence

- Completer and candidate interviews
- Candidate work samples
- Candidate lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0	0	0	0
Performance	10	0	10	0

Areas for Improvement

- Completers asked for better guidance in preparation for the Praxis II ELA Content Knowledge test in both 6-12 and Middle School English Language Arts.
- First time pass rates for the last 4 years of data show a steady decline in 6-12: 100% in 14-15 (18), 94% in 15-16 (17), 84% in 16-17 (13), 63% in 17-18 (11). The Middle School results are even lower, though uneven in the trend line: 68% in 14-15 (19), 72% in 15-16 (22), 45% in 16-17 (11), 64% in 17-18 (17).
- Alignment between course offerings and Praxis preparation is not clearly delineated, and school districts' emergency hires may be contributing to the lower pass rate percentages.

Recommended Action for English Language Arts

- ☒ Approved
- ☐ Conditionally approved
 - ☐ Insufficient evidence
 - ☐ Lack of completers
 - ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Required course syllabi, faculty interviews, required course assignments and assignment rubrics as well as PRAXIS scores indicate that candidates understand how exceptionalities may interact with development and learning. Interviews as well as course assignments provide evidence that candidates understand how language, culture, and family background influence the learning of individuals with exceptionalities as well as understanding how exceptionalities can interact with development and learning.

Sources of Evidence

- Required course syllabi
- Required course assignments
- Required course assignment rubrics
- Faculty interviews

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Faculty and candidate interviews, required course assignments, lesson plans, and Framework for Teaching Observation forms provide evidence that candidates are able to use their knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Sources of Evidence

- Required course assignment samples
- Faculty interviews
- Candidate interviews

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

<i>Standard 2 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Syllabi, faculty and candidate interviews, required course assignments, and assignment rubrics indicate that candidates are able to create safe, inclusive, and culturally responsive learning environments. Candidate interviews as well as work samples from required courses provided sufficient evidence that candidates have the knowledge to create and modify learning environments in relationship to the learners' exceptionalities.

Sources of Evidence

- Required course syllabi
- Required course assignments

- Case study rubrics
- Faculty interviews
- Candidate interviews

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

<i>Standard 2 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Faculty and candidate interviews, required course work samples, as well as observation forms indicate that candidates are able to create safe, inclusive, culturally responsive learning environments. Candidate interviews indicated that they felt very well prepared in the knowledge and skills regarding preparing appropriate learning environments for exceptional learners.

Sources of Evidence

- Required course syllabi
- Required course assignment work samples
- Candidate interviews
- Faculty interviews

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

<i>Standard 3 Curricular Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Required course syllabi, required course assignments and assignment rubrics as well as candidate and faculty interviews provide evidence that candidates have knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate interviews indicate that an area for growth in content knowledge is the topic of literacy and literacy development.

Sources of Evidence

- Required course syllabi
- Faculty interviews
- Required course assignments
- Required course assignment rubrics

Performance

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

<i>Standard 3 Curricular Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – Faculty and candidate interviews, required course work samples, lesson plans, common summative assessments, as well as framework for teaching observation forms provide evidence that candidates are able to use their knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate interviews indicated a desire for additional coursework or knowledge in the area of literacy and literacy development. Candidates reported that their knowledge of mathematics and mathematics curricula was very strong.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course work samples
- Required course lesson plans
- Required course assessments,
- Framework for Teaching Observation Forms

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

<i>Standard 4 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Required course syllabi, required course assessments and assignments as well as interviews provide evidence that candidates are able to use multiple methods of assessment and data-sources in making educational decisions. Candidates are able to utilize a variety of assessments, and have learned how assessment results can be used to guide educational decisions for individuals. In addition, candidates learn how to engage individuals with exceptionalities to work toward quality learning and provide guidance feedback.

Sources of Evidence

- Required course syllabi
- Required course assignment guidelines
- Faculty interviews

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
2. The teacher gathers background information regarding academic, medical, and social history.
3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

<i>Standard 4 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Candidate and faculty interviews, required course assignment work samples, lesson plans and unit plans all provide evidence that candidates are able to use multiple methods of assessment and data-sources to make educational decisions for the students they teach. Candidate interviews indicate that although they have not created actual IEP plans or transitional plans, they have utilized assessment data to create mock IEP goals and IEP plans as well as transition plans and behavior plans. All candidates interviewed felt very confident in their abilities to create those types of plans once they are employed.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

<i>Standard 5 Instructional Planning and Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – Required course syllabi, required course assignments, and interviews provide evidence that candidates are able to acquire the knowledge which helps them to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Sources of Evidence

- Faculty interviews
- Required course syllabi
- Required course assignments
- Candidate interviews

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

<i>Standard 5 Instructional Planning and Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Interviews, required course work samples including multiple lesson and unit plans, and framework for teaching observation forms provide evidence that candidates are able to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. Interviews indicated that candidates believe their knowledge of best practices and evidence-based instructional strategies surpasses those of colleagues in the field and candidates from other programs that they know.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments
- Framework for Teaching Observation forms

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

<i>Standard 6 Professional Learning and Ethical Practices</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – Required course syllabi, faculty interviews, and required course assignments and rubrics provide evidence that candidates are able to gain foundational knowledge of the field and the professional Ethical Principles and Practice Standards. Although acceptable evidence was provided to meet this standard, interviews with faculty and candidates demonstrated that it is an area of concern. Interviews with faculty indicate that new classes and program structures are being put into place in response.

Sources of Evidence

- Required course syllabi
- Candidate interviews
- Faculty interviews
- Required course assignments

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

<i>Standard 6 Professional Learning and Ethical Practices</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – Faculty and candidate interviews, required course work samples, and required course assessments provide evidence that candidates are able to use their foundational knowledge of the field and their professional Ethical Principles and Practice standards to inform special education practice to engage in lifelong learning and to advance the profession. Although sufficient evidence was found to mark this performance standard as acceptable, candidate and faculty interviews indicate that collaboration and knowledge of laws may be areas of growth for the program. In response, new program classes and guidelines are being put into place.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments
- Required course assessments

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

1. The teacher understands the theory and elements of effective collaboration.
2. The teacher understands how to serve as a collaborative resource to colleagues.
3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

<i>Standard 7 Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Candidate and faculty interviews, required course syllabi, and required course assignments provide evidence that candidates have knowledge about collaborating with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Although evidence was sufficient for this standard, the EPP faculty and candidates have determined that this area is an area of growth and have already taken steps to increase the rigor of collaborative knowledge through new program designs and classes.

Sources of Evidence

- Required course syllabi
- Required course assignments
- Faculty interviews
- Candidate interviews

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

<i>Standard 7 Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Faculty and candidate interviews, required course work samples, and required course assessments all provide evidence that candidates are able to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course work samples
- Required course assignments

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Improvement

- Candidate interviews reveal a need for additional support, coursework, and opportunity to practice skills around literacy and literacy development.
- Candidates could benefit from a greater emphasis on Professional Ethical Principles and Practice standards to inform special education practice, as well as the chance to gain a deeper knowledge of education law.

Recommended Action for Exceptional Child Generalists

- ☒ Approved
- ☐ Conditionally approved
- ☐ Insufficient evidence
- ☐ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.
2. The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis– The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learner development for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.
2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

3. The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Due to lack of completers and/or current candidates, the program provides insufficient evidence that teacher candidates demonstrate an adequate ability to develop appropriate language, literacy, academic or social development lessons that meet the deaf or hard of hearing learner’s need.

Sources of Evidence

- Interviews with faculty

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands how hearing status may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.
2. The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands the need for differentiated instruction for language learning for emergent language users.
5. The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; the student and family’s preferred mode of communication; linguistic needs; hearing status and potential for using auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), (4) and (5), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learning differences for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implanting differentiated instruction and peer interactions and communication.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>	X		

2.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create differentiated learning experiences that support each deaf or hard of hearing learner to have access, and to progress in academic and social development.

Sources of Evidence

- Interviews with faculty

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf/hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.
2. The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learning environments for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access.
2. The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.
3. The teacher prepares students for the appropriate use of interpreters and support personnel.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>	X		

3.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that will implement developmentally appropriate and challenging learning experiences.

Sources of Evidence

- Interviews with faculty

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.
2. The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of content knowledge for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing.
2. The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis- Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the content meaningful for the deaf or hard of hearing learners.

Sources of Evidence

- Interviews with faculty

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive technology.
2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis –The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of application of content for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).
2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).
3. The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.
4. The teacher provides instruction to students on the effective use of appropriate assistive technology.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates can demonstrate an adequate ability to apply connect concepts, engage students who are deaf or hard of hearing in critical thinking or collaborative problem solving.

Sources of Evidence

- Interviews with faculty

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing.
2. The teacher knows the appropriate assessment accommodations.
3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of assessment for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.
2. The teacher designs and uses appropriate formative assessment tools.
3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.
4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates can demonstrate an adequate ability to use and apply multiple methods of assessment that result in being able to monitor progress and guide teacher and learner decision making for the deaf or hard of hearing learner.

Sources of Evidence

- Interviews with faculty

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows Federal and State special education laws (IDEA).
2. The teacher knows how to develop a meaningful and compliant IEP.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>	X		

7.1 Analysis – The EPP provides insufficient evidence for indicator (2) within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet Standard 7, indicator 1 to provide an adequate understanding of Federal/state laws. But the syllabi do not show that learning to develop a compliant IEP is included in any of the classes. While the draft matrix classes might cover this important topic and skill, there is no clear evidence.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.
2. The teacher implements the IEP.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate planning for instruction that meets rigorous learning goals for students who are deaf or hard of hearing.

Sources of Evidence

- Interviews with faculty

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.
2. The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis – The EPP provides sufficient evidence for indicators (1), and (2), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of Instructional Strategies for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.
2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.
3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

8.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate application of a variety of strategies within their instruction for the deaf or hard of hearing learner.

Sources of Evidence

- Interviews with faculty

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.
4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.
6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), (4), (5), (6), (7), and (8), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of professional learning and ethical practice related to serving deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.
8. The teacher uses technology to enhance productivity and professionalism.

<i>Standard 9 Professional Learning and Ethical Practices</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate the practice of professional learning and ethical practice, as relates to working with the deaf or hard of hearing learner.

Sources of Evidence

- Interviews with faculty

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students (e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).
2. The teacher knows of available resources.
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.
4. The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), and (4), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learner development for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) and agencies to meet the communication needs of students who are deaf/hard of hearing.
2. The teacher accesses and shares information about available resources with family and community.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>	X		

10.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate development of leadership and collaboration skills.

Sources of Evidence

- Interviews with faculty

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	0
Performance	10	10	0	0

Areas for Improvement

- Continue to collect evidence, artifacts, and data for candidates and completers to show EPP is meeting the standards for the Teacher of the Deaf or Hard of Hearing program.
- Continue and follow-through with plans for program alignment, provided in ISU's draft matrix presented at the review.

Recommended Action for Special Education Teachers of Students Who Are Deaf/Hard of Hearing

- ☐ Approved
- ☒ Conditionally approved
- ☒ Insufficient evidence
- ☒ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

1. The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
2. The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Required coursework, syllabi, candidate lesson plans, interviews and candidate instructional units, provide evidence that teacher candidates demonstrate both (1) and (2), in recognizing students' mathematical development and understandings, and the trajectories to move students forward.

Sources of Evidence

- Course syllabi
- Evaluations by supervisor
- Education Dept. course requirements
- Candidate lesson and unit plans
- Candidate reflections
- Candidate interviews
- Faculty interviews

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
3. The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis –Candidate and completer interviews, lesson plans, evaluations, and candidate reflections provide adequate evidence that teacher candidates demonstrate performance of (1) supporting students to make connections within the learning, (2) applying learning progressions in instruction, (3) working to plan lessons that connect with students’ interests and ways of thinking. Some examples provided in the evidence include thoughtful reflectiveness about student responses in a lesson and considering next steps, choosing examples or context for problems that relate to student interests.

Sources of Evidence

- Candidate lesson plans
- Evaluations by supervisor and mentor
- Candidate reflections
- Candidate and completer interviews

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.
2. The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis –Required coursework and transcripts, candidate lesson plans & reflections and instructional units, provide adequate evidence that teacher candidates demonstrate an adequate understanding of individual differences that impact learners, (1) matching learner levels, and (2) using assessment to drive interventions for specific students.

Sources of Evidence

- Candidate lesson plans
- Candidate instructional units
- Candidates reflections
- Candidates’ transcripts
- Education Dept. course requirements

Performance

1. The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis –Candidate and completer interviews, lesson plans, and candidate reflections, provide evidence that teacher candidates demonstrate performance of adjusting and modifying instruction while adhering to content standards to support mathematical understanding for diverse learners. Examples provided in the evidence include detailed information within several lesson plans stating ways to accommodate a lesson activity for varied students in a class who have different learning needs.

Sources of Evidence

- Candidate lesson plans showing modifications for diverse learners (multiple examples)
- Candidate's reflections
- Interviews with candidates and completers

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and inferential) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.
3. The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4. The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
5. The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, Praxis scores, and interviews provide adequate evidence that teacher candidates demonstrate an adequate understanding of Math content for (1) varieties of problem solving approaches (3) how to use hands on, visual, symbolic models, (4) use of mathematical argument to support use of algorithms, (5) standards of mathematical practice and how to engage students in such.

Sources of Evidence

- Course catalog/program course requirements
- Course syllabi
- Candidates lesson plans and unit plans for MS/ HS Math
- Praxis scores
- Candidate and completer interviews

Performance

1. The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
2. The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.
3. The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.
4. The teacher implements the standards for mathematical practice and engages students in the use of those practices.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis –Candidate and Completer interviews, candidate reflections, and lesson plans provide adequate evidence that teacher candidates demonstrate performance of (1) connecting abstract with concrete, (2) using hands on, visual and symbolic models, (3) using mathematical argument to support connections with algorithms, and (4) implementing and engaging students in mathematical practice. Some strategies noted in the evidence include connecting decimals and percent with money and with banking, eliciting students to respond to questions that draw them to apply a concept in a new way, and multiple candidate created visual (within Power Points) models and real life items that connect to concepts.

Sources of Evidence

- Candidate and completer interviews
- Candidate lesson plans
- Candidate written reflections

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis –Candidate lesson plans, candidate lesson plans, and candidate reflections provide evidence that teacher candidates demonstrate an adequate understanding of how to connect math content to other disciplines.

Sources of Evidence

- Candidate lesson plans
- Candidate written reflections
- Completer and candidate interviews

Performance

1. The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis –Candidate and completer interviews, candidate lesson plans, and provide evidence that teacher candidates demonstrate performance of applying mathematics concepts and practice to other disciplines/ life applications. Some examples of applying math concepts to other areas of life included connecting percent and decimals to banking/savings accounts, and to loans, and also connecting several everyday items to recognize angles in them.

Sources of Evidence

- Candidate lesson plans
- Candidate written reflections
- Completer and candidate interviews

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis –Required coursework, candidate lesson plans and instructional units, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical reasoning.

Sources of Evidence

- Candidate and completer interviews
- Candidate Lesson plans and units
- Required courses

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		x	

6.2 Analysis – Candidate and completer interviews, and lesson plans provide evidence that teacher candidates demonstrate adequate performance of assessing students' mathematical reasoning through multiple strategies. Some examples provided in evidence included multiple formative assessments: exit tickets, attending to student oral responses, use of visual/ concrete

demonstrations, listening to group or partner discussions, as well as custom made short quizzes to target specific concepts.

Sources of Evidence

- Candidate and completer interviews
- Danielson evaluations by supervisor
- Candidate Lesson plans and materials, and units
- Danielson process reflective report from candidate

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
2. The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis—Required coursework, Syllabi, candidate lesson plans, and candidate instructional units, provide evidence that teacher candidates demonstrate an adequate understanding of (1) content and practice standards, and (2) how to plan learning activities to move students forward in their learning.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Required courses
- Syllabi for required courses

Performance

1. The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis –Candidate and completer interviews, and lesson plans, candidate unit plans, and Danielson evaluations provide evidence that teacher candidates demonstrate performance of planning and assessing within instructional sequences to support engaging students in learning and in mathematical practices. Examples provided included materials created for lessons, such as candidate created Power Points with many visuals, use of Essential Questions, inclusion in lesson plans of strategies and accommodations to draw all students into the learning.

Sources of Evidence

- Candidate lesson plans
- Materials created for lessons
- Candidate reflections on lesson implementations
- Candidate unit plans
- Candidate and completer interviews
- Danielson evaluations by supervisor or mentor
- Praxis scores of candidates

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
3. The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
4. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
5. The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis – Candidate lesson plans, candidate unit plans, candidate reflections, Danielson evaluations conducted by supervisor, and candidate reflection papers provide evidence that teacher candidates demonstrate an adequate understanding of Instructional Strategies, (1) how

to formulate questions to elicit student use of problem solving strategies, (2) know a variety of strategies for investigating and understanding math, (3) how to facilitate using various mathematical representations, (4) understand appropriate use of technology in math instruction, (5) how to student misconceptions in the learning process.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Danielson evaluations done by supervisor
- Candidate reflections
- Candidate and completer interviews

Performance

1. The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
3. The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
4. The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
5. The teacher uses student conceptions and misconceptions to guide and facilitate learning.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – Candidate and completer interviews, lesson and unit plans and materials created for instruction provide evidence that teacher candidates demonstrate performance of (1) posing questions or tasks to elicit student use of reasoning and problem solving, (2) using a variety of instructional strategies to build student understanding, (3) promote student use of various mathematical representations, (5) use student misconceptions to guide and facilitate learning. Examples of strategies used as found in the artifacts provided include formative assessment strategies (exit tickets, shoulder partner sharing, checking for understanding), breaking up a class period by providing several activities with some providing movement, use of visuals and concrete examples, connecting math concepts to real life.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Candidate Power Point presentations within lessons
- Candidate and completer interviews
- Supervisor Danielson evaluations

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Improvement

- Development and implementation of a minimum two-credit course focused on secondary mathematics pedagogy. ISU currently offers and requires Elementary Math Methods for those seeking an Elementary Teacher Degree. While ISU recently implemented a new class to address this need at the secondary, Advanced Math Methods, it is not a required class for the program.
Consider exploring the factors leading to many of the candidates' struggles to pass the Math Praxis (data provided from 2017-18 for 6-12th grade Praxis: 9 students, 25 total attempts, 3 have passed at this point).

Recommended Action for Mathematics

- ☒ Approved
- ☐ Conditionally approved
 - ☐ Insufficient evidence
 - ☐ Lack of completers
 - ☐ New Program
- ☐ Not approved

IDAHO FOUNDATION STANDARDS FOR PROFESSIONAL-TECHNICAL TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis –Syllabi, candidate portfolio entries, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of knowledge of subject matter.

Sources of Evidence

- CFS 1100 candidate portfolio assignment
- CFS 3314 syllabus objectives and course plan
- Candidate lesson plans (food truck wars, flowerpot families, etc.)
- NTD 2239 syllabus

Performance

1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.
7. The teacher assesses the occupational needs of the community.
8. The teacher facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Work samples and lesson plans provide some evidence that teacher candidates demonstrate performance of knowledge of subject matter. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans (six essential nutrients, food truck wars, etc.)
- Candidate comprehensive portfolio entries
- Faculty interview

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with realistic occupational and/or work experiences.

4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.
8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of multiple instructional strategies.

Sources of Evidence

- CFS 3332 syllabus
- Technology portfolio assignment
- BED 3341, BED 3342, BED 3343 syllabi
- Candidate lesson plans

Performance

1. The teacher models appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated and/or authentic occupational applications of course content.
5. The teacher uses experts from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis –Work samples, observations of candidate, and candidate unit and lesson plans provide evidence that teacher candidates demonstrate performance of multiple instructional strategies. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate technology portfolio
- Candidate lesson plans (money matters, etc.)
- Candidate unit plans (food truck wars, etc.)
- University supervisor, cooperating teacher, and principal observations

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of instructional planning skills.

Sources of Evidence

- CFS 3332 syllabi
- CFS 1100 syllabi

- Candidate lesson plans
- Faculty interview

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs instruction to meet community and industry expectations.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis –Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of instructional planning skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans (food truck wars, etc.)
- Domain 1 & 4 candidate professional response narratives

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
3. The teacher understands how evaluation connects to instruction.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis –Required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Sources of Evidence

- Candidate instructional units (personal development unit, etc.)
- Candidate lesson plans (family flowerpots, etc.
- Pre- and post-test reflection assignment

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – Work samples, lesson plans, and candidate observations provide evidence that teacher candidates demonstrate performance of assessment of student learning. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Pre- and post-test reflection (personal development unit, etc.)
- Domain 3 candidate professional response narratives
- University supervisor, cooperating teacher, and principal observations

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Candidate student teaching observations, candidate portfolio, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility.

Sources of Evidence

- University supervisor, cooperating teacher, principal candidate observations
- Domain 4 candidate professional response narrative activity
- Candidate educational philosophy statement
- Domain 4 candidate reflection narrative assignment

Performance

1. The teacher collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – Work samples, candidate observations, and professional development plans provide evidence that teacher candidates demonstrate performance of professional commitment and responsibility. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 4 candidate professional response narrative
- University supervisor, cooperating teacher, and principal candidate observations
- Candidate individualized professional learning plan (IPLP)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of partnerships.

Sources of Evidence

- CFS 3332 syllabus
- Domain 4 candidate professional response narrative
- Candidate lesson and unit plans
- EDUC 2204 partnership project

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher incorporates an active state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>	X		

10.2 Analysis – Work samples and candidate lesson plans provide evidence that teacher candidates demonstrate performance of partnerships. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 4 candidate professional response narrative
- Candidate lesson plans
- Candidate unit plans

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.
2. The teacher understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

<i>Standard 11 Learning Environment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>		X	

11.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of learning environment.

Sources of Evidence

- CFS 3314 syllabus
- NTD 1139 syllabus
- Domain 1 & 2 candidate professional response narrative

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intra-curricular learning experiences.

<i>Standard 11 Learning Environment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.2 Performance</i>	X		

11.2 Analysis –Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of learning environment. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 2 student analysis of strengths
- Domain 1 candidate professional response narrative
- University supervisor, cooperating teacher, and principal candidate observations

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

<i>Standard 12 Workplace Preparation</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.1 Knowledge</i>		X	

12.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of workplace preparation.

Sources of Evidence

- CFS 4431 syllabus

- Candidate unit plan with career plan capstone activity
- Candidate portfolio assignment for standard 12

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

<i>Standard 12 Workplace Preparation</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.2 Performance</i>	X		

12.2 Analysis – Faculty interview, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of workplace preparation. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate portfolio project
- Faculty interview
- Candidate philosophy of education/career technical education

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	0	8	0
Performance	8	8	0	0

Areas for Improvement

- All performance areas are solid, but lack completers that would allow the program to be approved.

Recommended Action for Foundation Standards for Professional-Technical

- ☐ Approved
- ☒ Conditionally approved
- ☐ Insufficient Evidence
- ☒ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.
7. The teacher understands the design, selection, and care of textiles and apparel products.
8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.
9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.
12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of knowledge of subject matter enhancement standards.

Sources of Evidence

- NTD 2239 syllabus
- CFS 3314 syllabus
- Elements & principles of housing and design candidate lesson plan
- Candidate lesson plan (flowerpots and family)

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.
9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>	X		

1.2 Analysis – Work sample and lesson plans provide evidence that teacher candidates demonstrate performance of knowledge of subject matter. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Candidate teaching activities (protein advertisement, food truck wars, etc.)

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

<i>Standard 2 Knowledge of Human Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning.

Sources of Evidence

- Domain 3 candidate professional response narrative
- Candidate portfolio assignment
- Candidate Lesson and Unit Plans

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

<i>Standard 2 Knowledge of Human Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>	X		

2.2 Analysis – Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of knowledge of human development standard. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- University supervisor, cooperating teacher, and principal candidate observations
- Candidate child development exam (adapted)
- Domain 1 professional response candidate narrative

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Sources of Evidence

- CFS 3302 candidate portfolio
- Candidate lesson plans
- Candidate unit plans
- Candidate lesson reflection

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Work samples, candidate observations, and lesson plans provide evidence that teacher candidates demonstrate performance of classroom motivation and management skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate classroom management plans
- University supervisor, cooperating teacher, and principal candidate observations
- Candidate case analysis

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of instructional planning skills.

Sources of Evidence

- CFS 3332 syllabus
- SPED 3350 Universal Design for Learning (UDL) candidate lesson plan
- Faculty interview

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of instructional planning skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- University supervisor, cooperating teacher, and principal candidate observations

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Sources of Evidence

- CFS 3332 syllabus
- Candidate lesson and unit plans (food truck wars, etc.)
- Candidate unit plan assessment reflection narrative

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – Work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of assessment of student learning. Consider linking with Content Specialist Partners through the ISU College of Technology to have students better understand the connection to industry standards and certifications. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate Personal Development Pre- and Post-Test Unit Reflection
- Candidate Portfolio Entries

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility.

Sources of Evidence

- University supervisor, cooperating teacher, and principal candidate observations
- Candidate College of Education dispositions
- Candidate teaching reflection

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of professional commitment and responsibility. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate visible learning evaluation – depth of complexity clues
- Candidate teaching reflection
- Candidate Individualized Professional Learning Plan

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	0
Performance	6	6	0	0

Areas for Improvement

- Consider how to expose and grow students with regard to connecting with industry partners through Technical Advisory Committees, industry resources, etc.
- All performance areas are solid, but lack completers that would allow the program to be approved.

Recommended Action for Family and Consumer Sciences

- ☐ Approved
- ☒ Conditionally approved
- ☐ Insufficient Evidence
- ☒ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
2. The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard one. This standard is supported by evidence across the indicators consisting of course objectives and outcomes with suggested assessments, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and content faculty. 100% of the indicators were supported by sufficient and aligned evidence. PRAXIS II scores revealed that teacher candidates demonstrate an acceptable understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Sources of Evidence

- Course Syllabi for CHEM 1111, 1112 and 4400 were provided
- Praxis scores
- Interviews with current candidates

Performance

1. The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
2. The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – The collection of evidence from the EPP included candidate portfolio lesson plans, student teaching unit plans, and additional lesson plan reflections. Little portfolio evidence was present that teacher candidates can demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. While learning activities in candidate work samples included demos and lab-based activities, many activities were focused on lower-level thinking tasks (e.g. note taking, multiple choice test questions, worksheets).

Sources of Evidence

- Teacher candidate lesson plans
- Teacher candidate evaluations
- Teacher candidate observations

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
2. The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
3. The teacher understands the core ideas of their respective discipline (i.e. Disciplinary Core Ideas).

4. The teacher understands the interconnectedness among the science disciplines (i.e. Crosscutting Concepts).
5. The teacher understands the processes of science (i.e. Science and Engineering Practices).

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Data gathered by the EPP reveal course syllabi and course objectives. Topics across science content included in course syllabi, PRAXIS II scores, and candidate/completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Sources of Evidence

- Syllabi and course objectives/outcomes/assessments
- Praxis two test scores
- Teacher Candidate and Completer interviews

Performance

1. The teacher designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
2. The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
3. The teacher uses the core ideas of their respective discipline (i.e. Disciplinary Core Ideas) to design and implement lessons.
4. The teacher designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
5. The teacher models and guides students in the use of the processes of science. (i.e. Science and Engineering Practices).

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples emphasized traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

Sources of Evidence

- Candidate Lesson Plans
- Candidate Portfolios
- Candidate work samples

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – Some work samples (EDUC 449 student teaching portfolios) were provided, but little or no evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). During the interview session, candidates and completers as well as supervisors described their ability to utilize content knowledge to connect concepts and utilize differing perspectives to engage learners. Little evidence was provided to show depth of critical thinking or collaboration to solve problems.

Sources of Evidence

- Student Portfolios
- Interviews with completers, teacher candidates, university supervisors and cooperating teachers

Performance

1. The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Some work samples (EDUC 497 Student teaching portfolio and a school visit interview/observation) including the use of technology, graphs, and data were provided, but overall there was little or no evidence that teacher candidates demonstrate an adequate ability to engage students in the practical application of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Overall, evidence did not demonstrate an emphasis on the teaching and use of varied standard communication forms in science.

Sources of Evidence

- Teacher candidate portfolios

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Standard 7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard 8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Knowledge

1. The teacher understands how to implement Science and Engineering Practices in instructional planning.
2. The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g. project-based learning, 5E Instruction, place-based).
3. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
4. The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Required course syllabi and course objectives provide minimal evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 1112L, 2211, 2232, 2234
- Course objectives, outcomes and stated assessments

Performance

1. The teacher implements Science and Engineering Practices in instructional planning.
2. The teacher uses research-based practices to engage a diverse group of students in learning science (e.g. project-based learning, 5E Instruction, place-based).
3. The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples did not emphasize true inquiry learning and instead emphasized traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

Sources of Evidence

- Portfolio examples for teacher candidates
- Lesson plans from teacher candidates
- Interviews with candidates and completers

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Required course syllabi, interviews and some portfolios indicate that an emphasis on current science research occurs in some science content classes. The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Sources of Evidence

- Syllabi from CHEM 1111, 1112 and 4400
- Teacher Candidate Portfolio
- Interviews

Performance

1. The teacher incorporates current research related to student learning of science into instructional design.
2. The teacher incorporates current scientific research findings into instructional design.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – Due to lack of artifacts, the program provides no evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction. There was some knowledge evidence about the reading/discussion of scientific or educational journals in methods course syllabi, but there was not a consistent pattern of application of research in candidate lessons/units. Neither of the performance indicators were met in this standard.

Sources of Evidence

- No evidence

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

1. The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
2. The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
3. The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
4. The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
5. The teacher knows how to evaluate a facility for compliance with safety regulations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

<i>Standard 11 Safety</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>		X	

11.1 Analysis – Required course syllabi and course descriptions provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 1112L, 4400
- Course objectives, outcomes and assessments denote the learners ability to address each indicator in this standard

Performance

1. The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
2. The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
3. The teacher ensures safe science activities appropriate for the abilities of all students.
4. The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
5. The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
6. The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

<i>Standard 11 Safety</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.2 Performance</i>		X	

11.2 Analysis – Candidate portfolio lesson plans and course lesson plans provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in laboratory, classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals. In CHEM 4400 and PHYS 4400, candidates design and teach lesson plans that safely design and run laboratory-based experiences for their classmates.

Sources of Evidence

- Teacher candidate lesson plans
- Laboratory journals
- Faculty conversations

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a variety of laboratory and field techniques appropriate to their content area.
2. The teacher knows a variety of strategies to develop students' laboratory and field skills.

<i>Standard 12 Laboratory and Field Activities</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.1 Knowledge</i>		X	

12.1 Analysis – Required course syllabi provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 4400,
- Conversations with faculty and teacher candidates reinforced the evidence that students are aware of a variety of strategies and techniques necessary to safely teach and learn

Performance

1. The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

<i>Standard 12 Laboratory and Field Activities</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.2 Performance</i>		X	

12.2 Analysis – Candidate portfolio lesson plans, additional course lesson plan reflections provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Sources of Evidence

- Teacher candidate lesson plans
- Teacher candidate evaluations and observations

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	12	1	11	0
Performance	12	2	10	0

Areas for Improvement

- Gathering student performance data from each respective discipline is a critical component to understanding the way teacher candidates are being equipped to teach.

Recommended Action for Science Foundations

- ☒ Approved
- ☐ Conditionally approved
- ☐ Insufficient Evidence
- ☐ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands fundamental structures of atoms and molecules.
3. The teacher understands basic principles of ionic, covalent, and metallic bonding.
4. The teacher understands periodicity of physical and chemical properties of elements.
5. The teacher understands laws of conservation of matter and energy.
6. The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.
7. The teacher understands kinetic molecular theory and gas laws.
8. The teacher understands mole concept, stoichiometry, and laws of composition.
9. The teacher understands solutions and colligative properties.
10. The teacher understands acids/base chemistry.
11. The teacher understands fundamental oxidation-reduction chemistry.
12. The teacher understands fundamental organic chemistry and biochemistry.

13. The teacher understands applications of chemistry in personal and community health and environmental quality.
14. The teacher understands fundamentals of nuclear chemistry.
15. The teacher understands the importance of accuracy and precision in measurements.
16. The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
17. The teacher understands the different types of chemical reactions.
18. The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Knowledge

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 1. This standard is supported by numerous course syllabi. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no data provided by the department for student coursework in core CHEM classes.

Sources of Evidence

- Syllabi from CHEM 1111, 1111L, 1112, 1112L, 2211, 2232, 2234, 3302, 3301, 3303, 3304, 3331, 3341, 3342, 4400
- Course objectives, outcomes and assignments

Performance

1. The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.
2. The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.
3. The teacher applies the basic principles of ionic, covalent, and metallic bonding.
4. The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).

5. The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).
6. The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
7. The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
8. The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
9. The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
10. The teacher applies the concepts of acids/base chemistry to predict properties and reactions.
11. The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
12. The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
13. The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.
14. The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
15. The teacher applies accuracy and precision to their measurements and calculations.
16. The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
17. The teacher categorizes and identifies a variety of chemical reaction types.
18. The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>	X		

4.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Indicators 3 and 4 were found in a teacher candidate lesson plan. The remaining 16 indicators did not appear in the provided evidence. Therefore, 88.8% of the indicators were not met.

Sources of Evidence

- CHEM 4400 is a course that students produce lesson plans in for proper utilization of the Chemistry Laboratory. No work was collected, but through conversations with the Chemistry Department Chair, details were provided to reveal that the students are exposed to numerous opportunities to teach and develop lessons surrounding these performance standards.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- The college of education is working diligently to foster partnerships with the colleges around campus who are teaching content. This endeavor is a necessary one, that takes time and consistent effort to sustain.
- Content faculty need to understand the value of the accreditation process and provide necessary documentation for the College of Education.
- The College of Education is looking to utilize an Education faculty to teach the methodology courses for each content area, which is a very strong recommendation for consistency within the College of Education.

Recommended Action for Chemistry

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard 3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard 4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem-solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Standard 4 Learner Development	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, PHYS 4400 work samples provide evidence that teacher candidates demonstrate an acceptable understanding of physics content.

Sources of Evidence

- Course syllabi, including PHYS 4400, Practicum in Physical Science, provide knowledge evidence to meet all three indicators

Performance

1. The teacher develops and applies conceptual models to describe the natural world.
2. The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 4 Learner Development	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – No new candidates have completed the program in the past three years. Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- The current Physics Department Chair provided data from PHYS 4400, which is the department's version of a methodology course for physics majors. The data is from Spring 2014.
- The data from Spring 2014 reveal that all three indicators for performance were being met in the students who completed the PHYS 4400 course final project.

Standard 5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Standard 7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard 8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard 9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard 10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- There were simply no majors in this program, which means there was no performance data specific to this standard.

Recommended Action for Physics

- ☐ Approved
- ☒ Conditionally approved
- ☐ Insufficient Evidence
- ☒ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Standard #1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary	
1.1 Knowledge		X		

1.1 Analysis –Syllabi, required coursework, candidate instructional units, and candidate and faculty interviews provide evidence that candidate and completer understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Sources of Evidence

- Syllabi
- Coursework
- Interviews with completers and faculty

Performance

- 1(a) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary	
1.2 Performance		X		

1.2 Analysis –Candidate and faculty interviews, work samples, lesson plans and completed evaluation rubrics provide evidence that teacher candidates demonstrate performance of providing opportunities for learners to engage in civic life, politics, and government.

Sources of Evidence

- Candidate and faculty interviews
- Completed student teacher rubrics
- Lesson plans

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
2. The teacher understands how and why various governments and societies have changed over time.
3. The teacher understands how and why independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
5. The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands how geography affects relationships between people, and environments over time.
7. The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis –Syllabi, faculty interviews, candidate lesson plans, and candidate instructional units provide evidence that the candidate and completer understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate lesson plans
- Faculty interviews
- Candidate instructional units

Performance

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of comparing and contrasting various governments and cultures in terms of their diversity, commonalties, and interrelationships and that the teacher candidate incorporates methods of inquiry and scholarly research into the curriculum.

Sources of Evidence

- Candidate lesson plans
- Faculty interviews
- Candidate instructional units

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them and that the teacher candidate understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Sources of Evidence

- Candidate lesson plans
- Candidate and faculty interviews
- Candidate instructional units

Performance

1. The teacher demonstrates and applies chronological historical thinking.
2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Candidate and faculty interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Sources of Evidence

- Candidate lesson plans
- Candidate and faculty interviews
- Candidate instructional units

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis –Syllabi, candidate lesson plans, candidate instructional units, and completed student teaching evaluation rubrics provide evidence that teacher candidates demonstrate an adequate understanding of clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Sources of Evidence

- Course syllabi
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

Performance

1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate interviews, lesson plans, and completer interviews provide evidence that teacher candidates demonstrate performance fostering clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Sources of Evidence

- Candidate interviews
- Candidate lesson plans and instructional units
- Completer interviews

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	0	4	0
Performance	4	0	4	0

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the political spectrum and factors that affect individual political views and behavior.
3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
4. The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.
5. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).
6. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
7. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).
8. The teacher understands different forms of government found throughout the world.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>			X

4.1 Analysis – Syllabi, candidate lesson plans, candidate instructional units, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Course Syllabi
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

Performance

1. The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.
3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
4. The teacher integrates global perspectives and current events into the study of civics and government.
5. The teacher engages learners in civil discourse and promotes its use in a democratic society.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Candidate and faculty interviews, completed student teaching evaluation rubrics, and lesson plans and instructional units provide evidence that teacher candidates demonstrate performance of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate and faculty interviews
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	0	1
Performance	1	0	1	0

Recommended Action on Idaho Standards for American Government/Political Science Teachers

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR ECONOMICS TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).
2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.
3. The teacher understands the functions and characteristics of money.
4. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
5. The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).
6. The teacher understands how economic institutions shaped history and influence current economic practices.
7. The teacher understands the principles of sound personal finance and personal investment.
8. The teacher understands fiscal and monetary policy.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>	X		

4.1 Analysis – Due to lack of evidence, the EPP fails to demonstrate that candidates or completers understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Course syllabi were provided that demonstrate content is being taught. Lack of completers caused there to be a lack of evidence to fully support an acceptable score. Praxis scores, students work samples, or completer interviews are needed to corroborate findings.

Sources of Evidence

- Course syllabi
- Department assessment

Performance

1. The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.
2. The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.
4. The teacher illustrates how economic indicators influence historic and current policy.
5. The teacher provides examples of the principles of business organizations and entrepreneurship.
6. The teacher fosters understanding of the important role of economic systems on economic growth.
7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.
8. The teacher conveys the importance and implications of the global marketplace.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Due to lack of completers there was no evidence that teacher candidates demonstrate performance of central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Student work samples, sample lesson plans, interview information, student teaching evaluations, etc. are needed to demonstrate performance data.

Sources of Evidence

- No evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	1	0	0
Performance	1	1	0	0

Areas for Improvement

- A course in Economics for Teachers (Methods of Teaching and Learning) is not evidenced in the course offerings

Recommended Action for Economics

- ☐ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☒ Not approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Knowledge

1. The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis –The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Danielson Framework evaluations
- Candidate interviews

Standard 3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.
4. The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.
5. The teacher understands that the arts communicate, challenge, and influence culture and society.
6. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.
7. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.
8. The teacher understands connections between art curriculum and vocational opportunities.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, Danielson Framework evaluations, course syllabi and completer interviews as evidences that the teacher candidates and completers demonstrate an adequate understanding of the history and foundation of arts education, how to observe, describe, interpret, critique, and assess the arts discipline being taught, understand the cultural, historical, and contemporary contexts surrounding works of art, that the arts communicate, challenge, and influence culture and society, understand the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints, and how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests. There was no mention in any of the evidence of an understanding of the connections between art curriculum and vocational opportunities. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. However, it needs to be noted that all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the relationships between the arts and how the arts are vital to all content areas.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, completer interviews, course syllabi and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of the relationships between the arts and how the arts are vital to all content area. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher engages students in identifying relationships between the arts and other content areas.
2. The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer interviews
- Multiple Lesson plans in both Art and Theater

- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands assessment strategies specific to creating, performing, and responding.
2. The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of assessment strategies specific to creating, performing, and responding and how arts assessments strategies specific to the arts enhance evaluation, as well as student knowledge and performance. However, it needs to be noted that all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher assesses student work specific to creating, performing, and responding.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teacher assesses student work specific to creating, performing, and responding. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer interviews
- Multiple lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands regulations regarding copyright laws.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of teacher engagement in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and copy right laws. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners along with the unique relationships between the arts and their audiences. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher promotes the arts for the enhancement of the school, the community, and society.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework Evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.
2. The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

<i>Standard 11 Safety and Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>		X	

11.1 Analysis – The EPP provided course syllabi, completer interviews, lesson plans and unit checklists as evidences that the teacher candidates and completers demonstrate an adequate understanding of teachers creating a safe, productive physical learning environment, including

management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Course syllabi
- Candidate interviews
- Lesson Plans
- Unit Checklists

Performance

1. The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

<i>Standard 11 Safety and Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.2 Performance</i>		X	

11.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework Evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teachers creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains
- Course syllabus for Theater 1111-Stagecraft

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	0	8	0
Performance	5	0	5	0

Areas for Improvement

- Creating an understanding of the connections between art curriculum and vocational opportunities.

Recommended Action for Visual and Performing Arts Foundations

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard 3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard 4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or*

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a reflection of culture and society influence.
2. The teacher knows the basic history, theories, and processes of play writing, acting, and directing.
3. The teacher understands technical theatre/stagecraft is an essential component of theatre arts.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores, student transcripts, course syllabi, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding that teachers know the history of theater as a form of entertainment and as a reflection of culture and society influence, basic history, theories, processes of play writing, acting, directing and teachers understand technical theatre/stagecraft

is an essential component of theatre arts. However, all of the evidence is based upon one completer.

Sources of Evidence

- Praxis Scores
- Student transcripts
- Course syllabi
- Danielson Framework evaluations

Performance

1. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.
2. The teacher demonstrates proficiency in all aspects of performance.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate proficiency in all aspects of technical theatre/stagecraft and proficiency in all aspects of performance. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. The teacher demonstrates the ability to direct shows for public performance.
2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate ability to direct shows for performance and the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Teacher demonstrates the ability to secure performance rights for various forms of productions.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>		X	

9.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate ability to secure performance rights for various forms of productions. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety and Management - The teacher creates a safe, productive physical environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher understands how to operate safely and maintain the theatre facility.
2. The teacher understands how to operate safely and maintain technical theatre equipment.
3. The teacher understands OSHA and safety standards specific to theatre arts.
4. The teacher understands how to manage safely the requirements unique to theatre arts.

<i>Standard 11 Safety and Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>		X	

11.1 Analysis – The EPP provided course syllabi, lesson plans and unit checklists as evidences that the teacher candidates and completers demonstrate an adequate understanding of teachers creating a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer.

Sources of Evidence

- Lesson Plans
- Unit checklists
- Course syllabus for Theater 1111-Stagecraft

Performance

1. The teacher can operate safely and maintain the theatre facility.
2. The teacher can operate safely and maintain technical theatre equipment.
3. The teacher employs OSHA and safety standards specific to theatre arts.
4. The teacher can manage safely the requirements unique to theatre arts.

<i>Standard 11 Safety and Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.2 Performance</i>		X	

11.2 Analysis – The EPP provided evidence in the forms of course syllabus in Theater 1111, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teachers creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains
- Course syllabus Theater 1111-Stagecraft

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	4	0	4	0

Recommended Action for Theatre Arts

- ☐ Approved
- ☒ Conditionally approved
- ☐ Insufficient Evidence
- ☒ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard 3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard 4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to art making and art criticism.
4. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).
5. The teacher understands the value of visual arts as they relate to everyday experiences.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores, student transcripts, course syllabi, and Danielson Framework evaluations as evidences that the teacher candidates and completers

demonstrate an adequate understanding of a variety of media, styles, and techniques in multiple art forms, understand the elements and principles of art and how they relate to art making and art criticism, understand how to use the creative process (brainstorm, research, rough sketch, final product, and reflection), and understand the value of visual arts as they relate to everyday experiences. However, all of the evidence is based upon one completer.

Sources of Evidence

- Praxis Scores
- Student transcripts
- Course syllabi
- Danielson Framework evaluations

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.
2. The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.
3. The teacher applies the elements and principles of art and how they relate to art making and art criticism.
4. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).
5. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – The EPP provided multiple lesson plans, completer interviews, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate proficiency to apply a variety of media, styles, and techniques in multiple art forms, instruct students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works, application of the elements and principles of art and how they relate to art making and art criticism, how to use the creative process (brainstorm, research, rough sketch, final product), provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work. However, all of the evidence is based upon one completer.

Sources of Evidence

- Completer Interviews
- Multiple lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	0	1	0

Recommended Action for Visual Arts

- ☐ Approved
- ☒ Conditionally approved
 - ☐ Insufficient Evidence
 - ☒ Lack of completers
 - ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
4. The teacher knows the history, arts, and literature of the target culture(s).
5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – The EPP provides evidence to indicate that candidates understand the complexities of understanding culture, history, art, literature, social and political issues when teaching from a cultural perspective. Candidates receive rich and in-depth instruction in the world language they are studying to teach in secondary schools.

Sources of Evidence

- Course syllabi
- Faculty interviews
- Assignments focused on comparing and contrasting cultures
- Coursework focused on historical events and timelines

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.
2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.
3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.
4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.
5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
6. The teacher systematically incorporates culture into instruction.
7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.
8. The teacher encourages students to understand that culture and language are intrinsically tied.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Lessons created and taught by the candidate indicated evidence of rich instruction in areas such as vocabulary, speaking, listening, reading and writing. Evaluations conducted by institution supervisor indicate evidence of creative and supportive environments for students to learn a second language.

Sources of Evidence

- Candidate evaluations
- Mini-lesson assignment
- Lesson plans

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.
3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.
4. The teacher knows the methodologies and theories specific to second language acquisition.
5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Syllabi indicate a variety of assignments candidates do in order to prepare candidates to teach in a secondary classroom. Assignments focused on culture, history, and community show evidence of understanding these are important elements for future teaching and learning.

Sources of Evidence

- Syllabi
- Course assignments, which include candidates understanding of interrelated skills involved with second language acquisition processes (reading, writing, listening, and speaking)
- Faculty interviews indicating support within the institution for cultural activities and foreign language clubs on campus (indicating support for students studying a second language)

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.
5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Candidates show adequate performance during student teaching internship. Observation and summative assessments include evidence of candidate integrating instructional strategies, focus on culture, and offer encouragement to students to learn a second language.

Sources of Evidence

- Common summative assessment of candidates performance during internship
- Faculty interview: evidence of world language professors seeking opportunities to teach at the high school level as part of the institution focus of offering concurrent credit to students.
- Observations done by institution supervisors

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.
2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
		X	
3.1 Knowledge			

3.1 Analysis – The EPP demonstrates that it provides candidates with knowledge about individual differences, religious beliefs, and how culture can influence the way students learn in an academic setting.

Sources of Evidence

- Syllabi
- Candidate course work focused on human development and individual differences
- Assignments focused on religion and values in other cultures

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
		X	
3.2 Performance			

3.2 Analysis – The EPP provided evidence candidates understand the importance of providing support to diverse groups of students. Lesson plans and other assignments completed during teaching indicated candidates understand the importance of offering students differentiation during instruction.

Sources of Evidence

- Observations done by institution supervisors
- Student Achievement Report: Created during student teaching internship
- Differentiation Chart: Created during student teaching internship

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that world languages methodologies continue to change in response to emerging research.
2. The teacher understands instructional practices that balance content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Course syllabi indicate that candidates are exposed to a variety of assignments that support the standard.

Sources of Evidence

- Technology assignments
- Course assignments focused on strategies and techniques to effectively engage students in a technological era
- Mini lessons taught by candidates to secondary students

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.
3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – The EPP provided evidence of candidate lesson plans that incorporated a variety of strategies to support student learning. Candidates created teaching and learning plan guidelines to help support their knowledge and understanding of students they were teaching.

Sources of Evidence

- Presentations candidates created for students during internship
- Lesson plans
- Cooperating teacher evaluation of candidate lesson plans using the Danielson Framework (Domain One) and offering feedback to candidates as needed

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>		X	

5.1 Analysis – The EPP provides candidates with several opportunities to understand topics related to second language acquisition. Course syllabi indicate many opportunities for candidates to explore these topics through in class/online discussions, assignments, reading, and writing assignments.

Sources of Evidence

- Course assignments focused on areas related to second language acquisition

- Syllabi
- Course work focused on the interactions between school, family, community, and culture

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Candidate lesson plans include small group and whole group instruction. Discussion techniques are woven throughout candidate lesson plans.

Sources of Evidence

- Observations done by institution supervisors
- Lesson plans
- Candidate reflections

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – Faculty interviews indicated the importance of candidates having in-depth knowledge and understanding of how to speak, write, and read in the world language they are studying prior to teaching in a secondary setting.

Sources of Evidence

- Course assignments requiring candidates speak in second language and recording themselves by answering questions related to course topics.
- Course assignments requiring candidates write in second language

- Faculty interviews: Upper division second language courses are required for all secondary world language-teaching candidates. Faculty wants to insure candidates can speak, write, read, and listen to conversation in the world language they are studying

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

<i>Standard 6 Communication Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>	X		

6.2 Analysis – Lesson plans show evidence candidates offer investigative practices to students during student teaching. These showed minimal evidence of techniques to foster fluency.

Sources of Evidence

- Lesson plans
- Teaching and Learning Plan Guidelines
- SMART (specific, measurable, achievable, results focused, and time bound) Goal

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.
3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Course syllabi provide evidence of a variety of assignments candidates participate in to prepare for the teaching in a secondary classroom.

Sources of Evidence

- Quiz question assignment
- Syllabus/Weekly schedule assignment
- Mini lesson assignment

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Candidate reflects on areas in the evaluation tool (Danielson Framework) and creates personal instructional goals during internship experience. Scaffolding is provided to students taught by candidates on the lesson plan. However, these techniques could be more specific in how the candidate plans to use these techniques for specific students.

Sources of Evidence

- Candidate reflections
- Lesson plans
- Differentiation Chart on Teaching and Learning Plan Guidelines

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
3. The teacher understands the importance of assessing the content and the form of communication.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis – Course syllabi and course assignments focused on listening, speaking, reading, and writing. However, reviewer had difficulty finding specific instruction on how candidates learned to assess within the four modalities of learning.

Sources of Evidence

- Quiz question assignment
- SMART (specific, measurable, achievable, results focused, and time bound) Goal assignment
- Lesson plans

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.
3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
4. The teacher appropriately assesses for both the content and form of communication.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – Assessment plans candidates created during student teaching were limited. Evidence included tests and exams or questions asked at the end of a lesson.

Sources of Evidence

- Observations done by institution supervisors
- Summative
- SMART (specific, measurable, achievable, results focused, and time bound)
Goal assignment to help improve instruction during candidate internship

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>		X	

10.1 Analysis – Syllabi indicate several assignments candidates do to develop deeper understanding of first-hand experiences of native speakers.

Sources of Evidence

- Assignment: Interview with native speaker
- Assignment: Conversation with advanced speaker related to the themes and vocabulary studied during semester
- Syllabi

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.
4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

<i>Standard 10 Partnerships</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>	X		

10.2 Analysis – Evidence was limited. Lesson plans included a family and community connections section to help candidates address this specific standard in their lesson plans. However, evidence was otherwise limited.

Sources of Evidence

- Lesson plans: Family community and connection section
- Mini lessons taught by candidates

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	9	0	9	0
Performance	9	4	5	0

Areas for Improvement

- Continued collaboration between language and education department may offer candidates the opportunities to develop community activities.
- A common ISU lesson plan template, including ISU logo and specific structure, could be beneficial for candidates to use in their field work.
- There was limited evidence of candidate knowledge and understanding of data driven instructional practices within the four modalities (listening, speaking, reading, and writing). A recommendation would be to have candidates capture specifics on lesson plans on how they plan to assess students within the four modalities and use this information to drive instructional practices.
- Faculty from the education and foreign language departments collaborating to ensure knowledge and performance areas of the standards are taught.

Recommended Action for World Languages

- ☐ Approved
- ☒ Conditionally approved
 - ☒ Insufficient evidence
 - ☒ Lack of completers
 - ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR ONLINE TEACHERS

Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
4. The online teacher understands the relationship between online education and other subject areas and real life situations.
5. The online teacher understands the relationship between online teaching and advancing technologies.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

<i>Standard 1 Knowledge of Online Education</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all standards listed above.

Sources of Evidence

- Course syllabi
- Defense of Internship project (multiple candidates)
- SCL Report template

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

<i>Standard 1 Knowledge of Online Education</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis –Candidate work samples provide evidence that teacher candidates demonstrate acceptable performance for all indicators.

Sources of Evidence

- Defense of Internship project (multiple candidates)
- 6639 Plan for Adaptation
- Interview with faculty

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

<i>Standard 2 Knowledge of Human Development and Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Candidate work opportunities like the Annotated Bibliography and the Literature Review meet indicator 3. Lesson plans addressed indicators 2 and 4. No evidence of Indicator 1 was provided.

Sources of Evidence

- Annotated bibliography/scoring sheet
- Literature review
- Teacher Candidate- 6639 Plan for Adaptation
- Teacher Candidate- 6639 Lesson Plan Adaptation

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and assistive technology. An interview with faculty confirmed that 508 compliant and accessibility were items that were addressed in courses.

Sources of Evidence

- Defense of Internship project
- EDLT 6655 syllabus
- Interview with faculty
- Teacher Candidate- 6639 plan for adaptation

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

<i>Standard 3 Modifying Instruction for Individual Needs</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – Candidate work samples provide evidence that teacher candidates demonstrate performance of indicators 2, 3. Candidates are offering examples of modifying review items to assist students. Indicator 1 is met via the 6639 Plan for Adaptation because the assignment asks them to identify needs and what the plan will be to solve that need. An interview with faculty revealed conversations that happen within

the program/course on how to personalize activities and coordinate with their cooperating teachers and others in the environment.

Sources of Evidence

- Defense of Internship project
- Interview with faculty
- 6639 plan for adaptation

Standard 4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all the indicators above.

Sources of Evidence

- Defense of Internship project
- EDLT 6655 syllabus
- Interview with faculty

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

<i>Standard 4 Multiple Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Candidate work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of all indicators. The lesson plan allows candidates to create multiple lesson plans with different activity options to meet stated objectives in the assignment. The template for assignments also shows outcomes that meet all indicators.

Sources of Evidence

- LAP Gagne Style template document
- Teacher Candidate 6639 lesson plan assignment (multiple candidates)
- Candidate work samples

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

<i>Standard 5 Classroom Motivation and Management Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of all indicators.

Sources of Evidence

- Defense of Internship project (multiple candidates)
- Faculty interviews
- Candidate lesson plans

Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

<i>Standard 6 Communication Skills, Networking, and Community Building</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>		X	

6.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all indicators. Candidates have the opportunity to communicate through writing, presentations, and various modes of communication through a Learning Management System (LMS).

Sources of Evidence

- Faculty interview
- Defense of Internship project
- 6639 lesson plan assignment

Performance

1. The online teacher is a thoughtful and responsive communicator.
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

<i>Standard 6 Communication Skills, Networking, and Community Building</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – Candidate work samples provide evidence that teacher candidates demonstrate performance of indicators 1, 2, and 3. No evidence was provided that directly aligned with indicator 4. Through analysis of student performance data and interviews, 75% of the indicators were met.

Sources of Evidence

- Defense of Internship Project (multiple candidates)
- Interview with the Dean of the College of Education

Standard 7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

<i>Standard 7 Instructional Planning Skills</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	X		

7.2 Analysis – Candidate work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicator 3, 4, 5. The lesson plan examples meet indicators 3 and 5. The Defense of Internship Paper offers examples of multiple forms of media to create instructional materials for the course. 60% of the indicators were met, while 40% of the indicators had no performance evidence available for review.

Sources of Evidence

- EDLT 6656 syllabi with standards indicators as outcomes
- 6639 lesson plan assignment (multiple candidates)
- Defense of Internship paper

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

<i>Standard 8 Assessment of Student Learning</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>	X		

8.2 Analysis – Candidate work samples are aligned to indicator 1 but no evidence aligned to indicator 2. Unacceptable was given in part because of the lack of completers in the program, thus performance pieces are not available. 50% of the indicators were not met due to lack of evidence.

Sources of Evidence

- Defense of Internship project (multiple candidates)

Standard 9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).
2. The online teacher knows how educational standards and curriculum align with 21st century skills.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all the indicators.

Sources of Evidence

- Defense of Internship paper
- Syllabi
- Faculty interview

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

<i>Standard 9 Professional Commitment and Responsibility</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicators 2 and 3. There is no performance evidence showing that the student adhered to indicator 1. Unacceptable was given in part because of the lack of completers in the program, thus performance pieces are not available. 67% of the indicators were met. 33% of the indicators were not met due to lack of evidence.

Sources of Evidence

- Defense of Internship paper

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	5	0	5	0
Performance	9	3	6	0

Areas for Improvement

- As the program grows and continues to develop, faculty and the reviewer spoke about more opportunities to give feedback in specific areas throughout the candidate's life in the program.

Recommended Action for Online Teachers

- ☐ Approved
- ☒ Conditionally approved
- ☐ Insufficient Evidence
- ☒ Lack of completers
- ☐ New Program
- ☐ Not approved

IDAHO FOUNDATION STANDARDS FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.
2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.
4. Understands methods for responding to conflict.

<i>Standard 1 School Culture</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>			

1.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.
2. Demonstrates ability to proactively engage staff in conflict resolution.
3. Demonstrates ability to establish rules and related consequences designed to keep students safe.
4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.
6. Demonstrates ability to use data to monitor and improve school climate.
7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

<i>Standard 1 School Culture</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>			

1.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.
2. Understands effective communication strategies.
3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

<i>Standard 2 Communication</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>			

2.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.
2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.
4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

<i>Standard 2 Communication</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>			

2.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions
2. Understands cultural diversity and its importance in the schools learning community.

<i>Standard 3 Advocacy</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>			

3.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.
2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Standard 3 Advocacy	Unacceptable	Acceptable	Exemplary
3.2 Performance			

3.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: The School Administrator:

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.
2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.
3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Standard 4 Shared Leadership	Unacceptable	Acceptable	Exemplary
4.1 Knowledge			

4.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

<i>Standard 4 Shared Leadership</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>			

4.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.
2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.
3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.
4. Understands the importance of clear and consistent processes and systems to manage change.
5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

<i>Standard 5 Priority Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>			

5.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.
2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

<i>Standard 5 Priority Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>			

5.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.
2. Understands available resources in the community.
3. Understands the value of transparency regarding decision making and the allocation of resources.
4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

<i>Standard 6 Transparency</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.1 Knowledge</i>			

6.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance

1. Provides rationale for decisions regarding the allocation of resources.
2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 6 Transparency	Unacceptable	Acceptable	Exemplary
6.2 Performance			

6.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:

1. Understands the roles of leadership.
2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.
3. Understands the political, social, cultural, and economic systems and processes that support and impact education.
4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Standard 7 Leadership Renewal	Unacceptable	Acceptable	Exemplary
7.1 Knowledge			

7.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Creates and implements an individual professional learning plan.
2. Enhances leadership skills through collaboration with colleagues and professional development.
3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.
5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

<i>Standard 7 Leadership Renewal</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>			

7.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.
2. Understands human resources management.
3. Understands sound fiscal operations principles and issues.
4. Understands facilities maintenance and principles regarding use of space and educational suitability.
5. Understands legal issues impacting personnel, management, and operations.
6. Understands ethical frameworks and perspectives.
7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
8. Understands policies and laws related to school and district.

<i>Standard 8 Accountability</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>			

8.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.
2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Standard 8 Accountability	Unacceptable	Acceptable	Exemplary
8.2 Performance			

8.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
3. Understands student growth and development.
4. Understands adult learning and professional development.
5. Understands the change process for systems, organizations, and individuals.
6. Understands the essential role of technology in education.

Standard 9 Innovation	Unacceptable	Acceptable	Exemplary
9.1 Knowledge			

9.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.
2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.
3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

<i>Standard 9 Innovation</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>			

9.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.
3. Understands the effective use of assessment and evaluation.
4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

<i>Standard 10 Instructional Vision</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>			

10.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.
2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.
3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.
4. Creates an action plan for instructional improvement designed to increase student achievement.

<i>Standard 10 Instructional Vision</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>			

10.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.
2. Understands the process for developing common formative benchmark assessments or rubrics.
3. Understands how to use data to guide student instruction and tiered intervention.
4. Understands how to identify at risk students.
5. Understands the laws and regulations associated with special student populations.
6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.
7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.
8. Understands various intervention strategies to be implemented to close achievement gaps.

9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.
10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.
11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

<i>Standard 11 High Expectations</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.1 Knowledge</i>			

11.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.
2. Has used observation and evaluation methods to supervise instructional personnel.
3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

<i>Standard 11 High Expectations</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>11.2 Performance</i>			

11.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.
2. Understands the use of multiple measures of student performance data to improve classroom instruction.
3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

<i>Standard 12 Continuous Improvement of Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.1 Knowledge</i>			

12.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.
2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.
3. Uses data to inform school wide professional development.

<i>Standard 12 Continuous Improvement of Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.2 Performance</i>			

12.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.
2. Understands the Idaho adopted framework for teaching.
3. Understands differentiated tools for evaluation of all staff.
4. Understands effective instructional supervision, evaluation, and due process.

<i>Standard 13 Evaluation</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>13.1 Knowledge</i>			

13.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.
2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

<i>Standard 13 Evaluation</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>13.2 Performance</i>			

13.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.
2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

<i>Standard 14 Recruitment and Retention</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>14.1 Knowledge</i>			

14.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.
2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.
3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

<i>Standard 14 Recruitment and Retention</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>14.2 Performance</i>			

14.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Recommended Action for Foundations for Preparation of School Administrators

Not reviewed, as they were previously approved in 2015. Foundations for Preparation of School Administrators are foundational and a prerequisite for Special Education Directors.

- ☐ Approved
- ☐ Conditionally approved
- ☐ Insufficient Evidence
 - ☐ Lack of completers
 - ☐ New Program
- ☐ Not approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.
3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.
4. The special education director understands the use of technology in referral processes, IEP Individual Education Plan development, and records management.

<i>Standard 5 Priority Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.1 Knowledge</i>	X		

5.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interview

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.
2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

<i>Standard 5 Priority Management</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>	X		

5.2 Analysis –There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.
2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.
3. The special education director understands the importance of collaboration to provide general education targeted interventions.

<i>Standard 10 Instructional Vision</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.1 Knowledge</i>	X		

10.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interviews

Performance

1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.
2. The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

<i>Standard 10 Instructional Vision</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>	X		

10.2 Analysis – There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.
2. The special education director knows how to plan, write, implement, and access Individual Education Programs.
3. The special education director understands the role of assistive and adaptive technology and related services in instruction.
4. The special education director understands community-based instruction and experiences for students.
5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.
6. The special education director understands statewide assessment policies.

<i>Standard 12 Continuous Improvement of Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.1 Knowledge</i>	X		

12.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interviews

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.
2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.
3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

<i>Standard 12 Continuous Improvement of Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>12.2 Performance</i>	X		

12.2 Analysis – There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	3	3	0	0
Performance	3	3	0	0

Areas for Improvement

- There are five specific courses for the Idaho Standards for Special Education Director Endorsement. These are: EDLA 7724, SPED 5538, SPED 5550, SPED 6639 and SPED 6632. The EPP has listed most all of the courses in the Master of Education in Education Administration as meeting the Knowledge and Performance Standards. There is a disconnect between the depth that Educational Administrators and Special Education Administrators need in order to meet the Special Education Director standards and indicators. An EDUC course meant to qualify Educational Administrators is insufficient for training Special Education Directors. These are courses designed for the Education Administration programs and are not designed for the Special Education Director Endorsement.
- Only SPED 6632 is designed to specifically meet the Idaho Standards for the Special Education Director Endorsement. EDLA 7724 does meet some of the Knowledge and Performance Standards. SPED 5538, 5550, and 6639 according the syllabi provided do not meet the Knowledge and Performance Standards that the EEP has listed on the included matrix. Based on the interviews with faculty and review of course syllabi along with the inability to interview current candidates and completers as there have not been any candidates since the program was granted conditional status in 2016 indicate nothing has changed since that time. There is no evidence to support instruction shifts for the Special Education Director program.

Recommended Action for Special Education Directors

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program
- ☐ Not approved

In April 2019, the PSC accepted ISU's rejoinder and voted to move Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.

Professional Standards Commission
c/o Katie Mathias
Idaho State Department of Education
650 State Street
Boise, ID 83702

March 7, 2019

Dear Professional Standards Commission members,

Please accept this rejoinder in response to the November 2018 findings prepared by the Idaho State Department of Education Mid-Cycle Focus Visit Review Team that examined the teacher endorsements offered through the Idaho State University Educator Preparation Program. We sincerely appreciate the care, attention, and useful feedback provided by members of the Review Team.

During the 2018 Focus Visit, two ISU educational endorsements received a Recommended Action of “Not Approved.” The two identified areas were the Economics and Special Education Director endorsements. In consultation with educator preparation faculty in the College of Education and faculty in the College of Business who teach a significant number of courses that support the Economics endorsement, it has been mutually decided that we no longer wish to offer the Economics endorsement at Idaho State University. Truthfully, we have not had a candidate pursue this degree nor had a school district request a graduate with this endorsement in at least 20 years. However, College of Business faculty are committed to continuing to teach the economic courses that support the Social Studies endorsement.

We would like to highlight some areas of concern in the final report related to the Special Education Director Endorsement. Based on our understanding of the relationship between the Idaho Foundation Standards for School Administrators (IFSSA) and the Idaho Standards for Special Education Directors (ISSED), the foundation standards intentionally permeate and align across all program components of both the school administrator and special education director endorsements. The ISSED standards highlight 13 indicators, found in three (3) standards that address competencies specific to the Special Education Director endorsement. The remainder of the competencies are addressed in the remaining indicators found in the other 11 Idaho Foundation Standards for School Administrators.

The Special Education Director endorsement reviewer noted, “there is a disconnect between the depth that Educational Administrators and Special Education Administrators need in order to meet the Special Education Director standard and indicators “(p. 244). However, as noted in the preceding paragraph, there are only three standards (Standard 5: Priority Management, Standard 10: Instructional Vision, and Standard 12: Continuous Improvement of Instruction) that specifically address Special Education Director competencies. All of these competencies are

addressed through a combination of administrator coursework and these five courses specific to the SPED Director endorsement:

EDLA 7724: Data Informed Instructional Leadership
SPED 5538: Policies and Procedures in Special Education
SPED 5550: Creating Inclusive Classrooms
SPED 6632: Administration of Special Education
SPED 6639: Internship in Special Education

Each of these courses and those in the Education Administration track are aligned to the Idaho Foundation Standards for School Administrators and the Idaho Standards for Special Education Directors. These courses are also been aligned with national standards for Directors of Special Education provided by the Council for Exceptional Children. A matrix (attached) outlining this alignment was submitted as evidence to be considered during this review, but was not cited as evidence considered in the in the final assessment of the program. In recommending that the SPED Director program be “Not approved,” the review cited only two sources of evidence to support this decision; Syllabi and Faculty interviews.

We contend that sufficient evidence, if considered, was provided to justify a recommendation of “Conditionally approved” for the Special Education Director endorsement.” As with all of our endorsement areas, we continue to work to improve the design, delivery, and assessment of courses to meet the evolving landscape of teacher preparation. Currently, a team of Educational Administration, Special Education, and School Psychology faculty, along with regional Special Education Directors are collaborating to examine course objectives and learner outcomes to more clearly align with the practice required of Idaho Special Education Directors.

We are requesting the “Not approved” status for Special Education Director endorsement, as recommended in the Mid-cycle Focus Visit Report be reconsidered and a change be made to “Conditionally Approved” citing lack of completer. Such a designation will support our ongoing efforts to improve the SPED Director program, allow interested candidates to be admitted to this program and continue to address the urgent need for qualified Special Education Directors in Idaho State University’s service region.

Please feel free to contact me if you require additional information or feel I can be of some additional service.

Best regards,



Mark W. Neill
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**Council for Exceptional Children: Advanced Specialty Set: Special Education
Administration Set**

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Advanced%20Specialty%20Set%20%20Special%20Education%20Administration%20Specialist.pdf>

Advance Preparation Standard 1: Assessment		
Knowledge		
SEA.1.K1: Models, theories and practices used to evaluate educational program and personnel serving individuals with exceptionalities and their families	<p>Idaho Standard 13 – Evaluation</p> <p>Knowledge Standard 13.1: ... understands laws and policies governing staff evaluation.</p> <p>Knowledge Standard 13.2: ... understands the Idaho adopted framework for teaching.</p> <p>Knowledge Standard 13.3: ... understands differentiated tools for evaluation of all staff.</p> <p>Knowledge Standard 13.4: ... understands effective instructional supervision, evaluation, and due process.</p>	<p>Knowledge Standard 13.1: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632</i>: Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr.;</p> <p>Knowledge Standard 13.2: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lessons #2,3,4,11, 12,13,14);</p> <p>Knowledge Standard 13.3: <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #2,3,4,11,12, 13,14);</p> <p>Knowledge Standard 13.4: <i>EDLA 6612</i> – Idaho school statutes (lesson #4), State and Federal law (lesson #9); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #4), Evaluation procedures (lesson #13); <i>SPED 6632</i>: Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
Skills		
SEA.1.S1: Advocate for and implement procedures for the	Idaho Standard 3: Advocacy	

participation of individuals with exceptionalities in accountability systems	Performance Standard 3.2: ... demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.	Performance Standard 3.2: <i>EDLA 6615</i> – Framework for Teaching (lessons #12,13) <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Diversity activity;
SEA.1.S2: Develop and implement ongoing evaluation of education programs and personnel	Idaho Standard 13: Evaluation Performance Standard 13.2: ... creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.	Performance Standard 13.2: <i>EDLA 6609</i> – Feedback assignment; <i>EDLA 6615</i> – Teacher evaluation; <i>EDLA 6651</i> – Capstone case study; <i>EDLA 6657</i> – Classroom observations & evaluations;
SEA.1.S3: Design and implement evaluation procedures that improve instructional content and practices	Idaho Standard 12 – Continuous Improvement of Instruction Performance Standards 12.2: ... ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.	Performance Standards 12.2: <i>EDLA 6609</i> – Professional development planning; <i>EDLA 6614</i> – Formative assessment modules; <i>EDLA 6615</i> – Peer evaluations; <i>6657</i> – Classroom observations & evaluations, SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 7759</i> – Internship portfolio;
Advance Preparation Standard 2: Curricular Content Knowledge		
Knowledge		
SEA.1.K2: Instruction and services needed to support access to the general education curriculum for individuals with exceptionalities	Idaho Standard 10 - Instructional Vision Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.	Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>SPED 5538</i> – Least-restrictive environment (lesson 11);

Skills		
SEA.2.S1: Develop and implement an administrative plan that supports the use of instructional and assistive technologies	<p>Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.1: ... advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.</p> <p>Performance Standard 5.3: The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.1: <i>EDLA 6609</i> – Time management project; <i>EDLA 6657</i> – Portfolio activity logs; <i>SPED 5538</i> – Case study; <i>SPED 5550</i> – UDL lesson plan;</p> <p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;</p>
SEA.2.S2: Provide ongoing supervision of personnel working with individuals with exceptionalities and their families	<p>Idaho Standard 12: Continuous Improvement</p> <p>Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement.</p>	<p>Performance Standard 9.2: <i>EDLA 6608</i> – Professional learning communities activity; <i>EDLA 6614</i> – Data carousel; <i>EDLA 6657</i> – Teacher evaluation activities; <i>SPED 7759</i> – Internship portfolio;</p>
Advance Preparation Standard 3: Programs, Services, and Outcomes		
Knowledge		
SEA.3.K1: Programs and services within the general education curriculum to achieve positive school outcomes for individuals with exceptionalities	<p>Knowledge Standard 5.1: ... knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.</p>	<p>Knowledge Standard 5.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Instructional planning (lesson #12); <i>EDLA 6612</i> – Students with disabilities (lesson #13); <i>EDLA 6614</i> – Curriculum planning (lesson #4); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – History of the law and children w/ disabilities (lesson #3); IDEA (lesson #4); ADA (lesson #6); FAPE (lesson #8);</p>

<p>SEA.3.K2: Programs and strategies that promote positive school engagement for individuals with exceptionalities</p>	<p style="text-align: center;">Idaho Standard 11: High Expectations</p> <p>Knowledge Standard 11.6: ... understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.</p> <p>Knowledge Standard 11.8: ... understands various intervention strategies to be implemented to close achievement gaps.</p> <p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p> <p>Knowledge Standard 11.10: ... understands the importance of implementing a comprehensive approach to learning that integrates researched-based practices to address the whole child.</p>	<p>Knowledge Standard 11.6: <i>EDLA 6608</i> – Systems thinking (lesson #4), leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #6); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p> <p>Knowledge Standard 11.8: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6) <i>EDLA 6615</i> – Instructional interventions (lessons 4,5,6,7)); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p> <p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p> <p>Knowledge Standard 11.10: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
<p>Skills</p>		
<p>SEA3.S1: Develop and implement a flexible continuum of services based on effective practices for individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 11: High Expectations</p> <p>Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of</p>	<p>Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13);</p>

	psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	<i>SPED 5550</i> - UDL unit plan <i>SPED 7759</i> – Internship portfolio;
SEA.3.S2: Develop and implement programs and services that contribute to the prevention of unnecessary referrals	Idaho Standard 11: High Expectations Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13); <i>SPED 5550</i> - UDL unit plan <i>SPED 7759</i> – Internship portfolio;
SEA.3.S3: Develop data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptionalities and their families	Idaho Standard 11: High Expectations Performance Standard 11.1: ... uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.	Performance Standard 11.1: <i>EDLA 6608</i> – Professional vision statement; <i>EDLA 6609</i> – Group ICIL RIOT project; <i>EDLA 6615</i> – Peer evaluation & feedback reports; <i>EDLA 6657</i> – SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
Advance Preparation Standard 4: Research and Inquiry		
Knowledge		
SEA.4.K1: Research in administrative practices that support individuals with exceptionalities and their families	Idaho Standard 10: Instructional Vision Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.	Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13);

		<i>SPED 5538</i> – Least-restrictive environment (lesson 11);
Skills		
SEA.4.S1: Engage in data-based decision making for the administration of educational programs and services that support exceptional individuals with exceptionalities and their families	Idaho Standard 10: Instructional Vision Performance Standard 10.1: ... collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.	Performance Standard 10.1: <i>EDLA 6609</i> – Scheduling activity; <i>EDLA 6657</i> – SpEd referral meeting; <i>SPED 7759</i> – Internship portfolio;
SEA.4.S2: Join and participate in professional administrative organizations to guide administrative practices when working with individuals with exceptionalities and their families	Idaho Standard 7: Leadership Renewal Performance Standard 7.2: ... enhances leadership skills through collaboration with colleagues and professional development. Performance Standard 7.3: ... uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.	Performance Standard 7.2: <i>EDLA 6608</i> – Case study activity; <i>EDLA 6609</i> – BLT activity; <i>EDLA 6657</i> – Reflective summaries and activity logs; <i>SPED 7759</i> – Internship portfolio, Reflection paper; Performance Standard 7.3: <i>EDLA 6608</i> – Reflective feedback activity; <i>EDLA 6657</i> – Reflection section of portfolio; <i>EDLA 7724</i> – Data-analysis project <i>SPED 7759</i> – Internship portfolio, Reflection paper;
Advance Preparation Standard 5: Leadership and Policy		
Knowledge		
SEA.5.K1: Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptionalities and their families	Idaho Standard 8: Accountability Knowledge Standard 8.3: ... understands sound fiscal operations principles and issues.	Knowledge Standard 8.3: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #7);
Skills		
SEA.5.S1: Interpret and apply current laws, regulations, and policies to	Idaho Standard 5: Priority Management	Performance Standard 5.2: <i>EDLA 6657</i> – Portfolio activity logs and reflective summaries;

the administration of services to individuals with exceptionalities and their families	<p>Performance Standard 5.2: ... implements the special education processes and procedures</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p><i>SPED 5538 – Case study; SPED 7759 – Internship portfolio, Reflection paper;</i></p> <p>Performance Standard 5.3: <i>EDLA 6609 – Budgeting exercise; EDLA 6657 – Faculty meeting activity, Activity log exercise</i></p>
SEA.5.S2: Apply leadership, organization, and systems change theory to the provision of services for individuals with exceptionalities and their families	<p>Idaho Standard 2: Communication</p> <p>Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.</p> <p>Idaho Standard 9: Innovation</p> <p>Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement</p>	<p>Performance Standard 2.3: <i>EDLA 6608 – Belief statements; EDLA 6642 – Community Public relations plan; EDLA 6657 – Faculty meeting exercise; SPED 6632 - Reflection papers;</i></p> <p>Performance Standard 9.2: <i>EDLA 6608 – Professional learning communities activity; EDLA 6614 – Data carousel; EDLA 6657 – Teacher evaluation activities; SPED 7759 – Internship portfolio;</i></p>
SEA.5.S3: Develop a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with exceptionalities and their families	<p>Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.3: <i>EDLA 6609 – Budgeting exercise; EDLA 6657 – Faculty meeting activity, Activity log exercise;</i></p>
SEA.5.S4: Engage in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with exceptionalities and their families	<p>Idaho Standard 14: Recruitment and Retention</p> <p>Performance Standard 14.2: ... creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.</p> <p>Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where</p>	<p>Performance Standard 14.2: <i>EDLA 6608 – PLP; EDLA 6642 – Group project; SPED 6632: Reflection paper; EDLA 6657 – Leadership exercise;</i></p> <p>Performance Standard 14.3: <i>EDLA 6609 – Professional capital activity; EDLA 6614 – Curriculum interview;</i></p>

	teachers are supported in an individualized mentoring or coaching program.	<i>EDLA 6615</i> – Peer mentor project; <i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 7759</i> – Internship portfolio;
SEA.5.S5: Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families	Idaho Standard 2: Communication Performance Standard 1.5: ... demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings. Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.	Performance Standard 1.5: <i>EDLA 6609</i> – School-wide discipline project; <i>EDLA 6657</i> – Student discipline report & reflection; <i>SPED 5538</i> – Case study; Performance Standard 1.7: <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Parent contact w/diverse learners; <i>SPED 5538</i> – Case study;
Advance Preparation Standard 6: Professional and Ethical Practice		
Knowledge		
SEA.6.K1: Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families	Idaho Standard 8: Accountability Knowledge Standard 8.1: ... understands operational policies and procedures. Knowledge Standard 8.5: ... understands legal issues impacting personnel, management, and operations.	Knowledge Standard 8.1: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Understanding community relations (lesson 1); Knowledge Standard 8.5: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3); <i>SPED 5538</i> – The law & children with disabilities (lesson #3);

SEA.6.K2: Adult learning theories and models as they apply to professional development programs	Idaho Standard 14: Recruitment and Retention Knowledge Standard 14.4: ... understands the process and research-based practices of mentoring.	Knowledge Standard 14.4: <i>EDLA 6609</i> – Managing school teams (lesson #8); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2); <i>SPED 6632</i> : Reflection paper, Mini-research assignment;
SEA.6.K3: Professional development theories and practices that improve instruction and instructional content for individuals with exceptionalities	Idaho Standard 12: Continuous Improvement Knowledge Standard 12.1: ... knows instructional and behavioral strategies for meeting the needs of special populations.	Knowledge Standard 12.1: <i>EDLA 6609</i> – Special populations – (lesson #14); <i>EDLA 6614</i> – Curriculum theories (lesson #3), Supervising the curriculum (lesson #6); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
SEA.6.K4: Effect of diversity on educational programming for individuals with exceptionalities	Idaho Standard 3: Advocacy Knowledge Standard 3.2: ... understands cultural diversity and its importance in the school's learning community.	Knowledge Standard 3.2: <i>EDLA 6608</i> – School culture and climate (lesson #7); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6612</i> – Students with disabilities (lesson 13); <i>EDLA 6614</i> – 21 st Century learning plan (lesson #11); <i>EDLA 6642</i> – School-community relations (lesson #2); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
SEA.6.K5: Principles of representative governance that support the system of special education administration	Idaho Standard 3: Advocacy Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.	Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);
Skills		

SEA.6.S1: Communicate and demonstrate a high standard of ethical administrative practice when working with staff serving individuals with exceptionalities and their families	Idaho Standard 8: Accountability Knowledge Standard 8.6: ... understands ethical frameworks and perspectives.	Knowledge Standard 8.6: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6612</i> – Education ethics (lesson #7); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
SEA.6.S2: Develop and implement professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with exceptionalities and their families	Idaho Standard 14: Recruitment and Retention Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.	Performance Standard 14.3: <i>EDLA 6609</i> – Professional capital activity; <i>EDLA 6614</i> – Curriculum interview; <i>EDLA 6615</i> – Peer mentor project; <i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 7759</i> – Internship portfolio;
Advance Preparation Standard 7: Collaboration		
Knowledge		
SEA.7.K1: Collaborative theories and practices that support the administration of programs and services for individuals with exceptionalities and their families	Idaho Standard 4: Shared Leadership Knowledge Standard 4.2: ... Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.	Knowledge Standard 4.2: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #8); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5);
SEA.7.K2: Administrative theories and models that facilitate communication among all stakeholders	Idaho Standard 2: Communication Knowledge Standard 2.2: ... understands effective communication strategies.	Knowledge Standard 2.2: <i>EDLA 6608</i> – communications (lesson #6); <i>EDLA 6615</i> – Promoting a collaborative culture (lesson #10); <i>EDLA 6642</i> – Communicating with internal & external publics (lessons #5.6); <i>SPED 5538</i> – People first language (lesson #1);

SEA.7.K3: Importance and relevance of advocacy at the local, state, and national level for individuals with exceptionalities and their families	Idaho Standard 3: Advocacy Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.	Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);
Skills		
SEA.7.S1: Utilizes collaborative approached for involving all stakeholders in educational planning, implementation, and evaluation	Idaho Standard 3: Communication Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.	Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;
SEA.7.S2: Strengthen the role of parent and advocacy organizations as they support individuals with exceptionalities and their families	Idaho Standard 6: Transparency Performance Standard 6.2: ... develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.	Performance Standard 6.2: <i>EDLA 6608</i> – Culture & climate exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership exercise; <i>EDLA 7724</i> – using a research team to analyze data (lesson #5); <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;
SEA.7.S3: Develop and implement intra-and interagency agreements that create programs with shared responsibility for individuals with individuals with exceptionalities and their families	Idaho Standard 5: Priority Management Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.	Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;
SEA.7.S4: Develop seamless transitions of individuals with exceptionalities across the educational continuum and other programs from birth through adulthood	Idaho Standard 9: Innovation Performance Standard 9.3: ... ensures innovation adheres to all local, state, and federal laws and policies and regulations. Idaho Standard 10: Instructional Vision	Performance Standard 9.3: <i>EDLA 6612</i> – Case study; Teacher evaluation activities; <i>SPED 5538</i> – Case study; Knowledge Standard 10.2:

	<p>Knowledge Standard 10.2: ... understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.</p>	<p><i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson 14); <i>EDLA 6614</i> – Backward design process (lesson #5); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Procedural safeguards (lesson #13);</p>
SEA.7.S5: Implement collaborative administrative procedures and strategies to facilitate communication among all stakeholders	<p>Idaho Standard 2: Communication</p> <p>Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.</p>	<p>Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;</p>
SEA.7.S6: Engage in leadership practices that support shared decision making	<p>Idaho Standard 1: School Culture</p> <p>Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.</p>	<p>Performance Standard 1.7: <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Parent contact w/diverse learners; <i>SPED 5538</i> – Case study;</p>
SEA.7.S7: Demonstrate the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptionalities	<p>Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs</p>	<p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;</p>
SEA.7.S8: Consult and collaborate in administrative and instructional decisions at the school and district levels	<p>Idaho Standard 2: Communication</p> <p>Performance Standard 2.4: ... demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.</p>	<p>Performance Standard 2.4: <i>EDLA 6608</i> – Mission & vision exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership meeting;</p>

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Northwest Nazarene University; Proposed Computer Science (6-12) Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Computer Science (6-12) endorsement program proposed by Northwest Nazarene University (NNU). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program.

During its April 2019 meeting, the PSC voted to recommend Conditional Approval of the proposed Computer Science (6-12) endorsement program through Northwest Nazarene University (NNU). With this Conditionally Approved status, NNU may admit candidates to the Computer Science (6-12) endorsement program. This new program will be re-visited during the next regularly scheduled review.

IMPACT

This new program will enable NNU to prepare educators who seek an endorsement to teach computer science in grades 6-12 in Idaho schools.

ATTACHMENTS

Attachment 1 – NNU Computer Science 6-12 Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas.

CONSENT
JUNE 20, 2019

Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to and to conditionally approve the Computer Science 6-12 endorsement program offered through Northwest Nazarene University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: Northwest Nazarene University, Department of Education Date of Submission January 16, 2019
 Program Name: Standard Instructional Certificate Certification & Endorsement Computer Science Endorsement (6-12)

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?
 Yes _____ No X

If yes, on what date was the Proposal Form submitted to the State Board of Education? _____

Section I: Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	Knowledge 1(a) The teacher understands digital citizenship.	COMP3130 Exam Questions EDUC2550 Digital Citizenship Project
	Performance 1(b) The teacher promotes and models digital citizenship.	COMP3130 Log COMP3130 Lesson Plans Student Teaching Lesson Plans
Standard 2 Learning Difference	Knowledge 2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	COMP3130 Annotated Bibliographies COMP3130 Projects EDUC3410 Content Literacy Presentations
	Knowledge	COMP3130 Exam Questions

Standard 3 Learning Environments	3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and promote digital citizenship.	COMP3130 Lesson Plans
	Performance 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks. 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.	COMP3130 paper Student Teaching Lesson Plans

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 4 Content Knowledge	<p>Knowledge</p> <p>4(a) The teacher understands data representation and abstraction.</p> <p>4(b) The teacher understands how to effectively design, develop, and test algorithms.</p> <p>4(c) The teacher understands the software development process.</p> <p>4(d) The teacher understands digital devices, systems, and networks.</p> <p>4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.</p> <p>4(f) The teacher understands the role computer science plays and its impact in the modern world.</p> <p>4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.</p> <p>4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.</p> <p>4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses primitive data types. <input type="checkbox"/> Demonstrates an understanding of static and dynamic data structures. <input type="checkbox"/> Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc. 	<p>COMP2750 Project</p> <p>COMP2220 Semester Project</p> <p>COMP1220 Assignments</p> <p>COMP2750 Final Exam question</p> <p>COMP2040/COMP2260 Final Project</p> <p>*** See CS Standards Xwalk for assessment assignment for each point listed under Standard 4</p>

	<ul style="list-style-type: none"><input type="checkbox"/> Effectively uses modeling and simulation to solve real-world problems4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:<ul style="list-style-type: none"><input type="checkbox"/> Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.<input type="checkbox"/> Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.<input type="checkbox"/> Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.<input type="checkbox"/> Effectively uses two or more development environments.<input type="checkbox"/> Demonstrates knowledge of varied software development models and project management strategies.<input type="checkbox"/> Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:<ul style="list-style-type: none"><input type="checkbox"/> Demonstrates an understanding of data representation at the machine level.<input type="checkbox"/> Demonstrates an understanding of machine level components and related issues of complexity.<input type="checkbox"/> Demonstrates an understanding of operating systems and networking in a structured computing system.<input type="checkbox"/> Demonstrates an understanding of the operation of computer networks and mobile computing devices.
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	<p>4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users. <input type="checkbox"/> Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce. <p>4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.</p>		
Standard 5 Application of Content	Knowledge 5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.		COMP3130 Lesson Plans
	Performance 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.		COMP3130 Projects COMP3130 Lesson Plans
	NA		
Standard 6 Assessment			
Standard 7 Planning for Instruction	Knowledge 7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.		COMP3130 Projects COMP3130 Discussion Boards

	Performance 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning. 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science. 7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.		
		COMP3130 Lesson Plans Student Teaching Lesson Plans	
		COMP3130 Project	
Standard 8 Instructional Strategies	Knowledge 8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.		
	Performance 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments. 8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.	COMP3130 Project & Log COMP3130 Lesson Plans Student Teaching Lesson Plans	
Standard 9 Professional Learning and Ethical Practice	Performance 9(a) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.	COMP3130 Project & Log COMP3130 Lesson Plans Student Teaching Lesson Plans	

Standard 10 Leadership and Collaboration	NA	

Section II: New Program Course Requirements

COMP1220 Intro to Computer Science (3)
 COMP2220. Computer Programming in C++ (3)
 COMP2220L. Computer Programming in C++ Laboratory (1)
 COMP2750. Data Structures (3)
 COMP/EDUC3130 Teaching Computer Science in Secondary Schools (2)
 COMP3330 Database Design and Programming (3)
 COMP3330L Database Design and Programming Laboratory (1)
 COMP3070 Systems Analysis and Design (3)

One course from:

COMP2040. Introduction to Web Development (3)

or,

COMP2260. Event-Driven Programming (3); **and,**

COMP2260L. Event-Driven Programming Laboratory (1)

Department Chair/Director/Dean (Institution):



Date: January 16, 2019

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

The College of Idaho; Proposed Mathematics (6-12) Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Mathematics (6-12) endorsement program proposed by The College of Idaho (C of I). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program.

During its April 2019 meeting, the PSC voted to recommend Conditional Approval of the proposed Mathematics (6-12) endorsement program through C of I. With this Conditionally Approved status, C of I may admit candidates to the Mathematics (6-12) endorsement program. This new program will be re-visited during the next regularly scheduled review.

IMPACT

This new program will enable C of I to prepare educators who seek an endorsement to teach Mathematics in grades 6-12 in Idaho schools.

ATTACHMENTS

Attachment 1 – College of Idaho Mathematics (6-12) Endorsement Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to

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teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Mathematics 6-12 endorsement program offered through The College of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

The College of Idaho's Education Department and Math Department propose the following Math Education Program:

Coursework is specific to students who major in mathematics and minor in education in order to teach math in secondary (6-12) placements. Those completing their undergraduate with a major in mathematics and a minor in education will then enroll in the fifth year education program to complete certification requirements.

Education Department Mission

The Education Department at The College of Idaho is committed to improving student learning in K-12 classrooms by preparing teachers who have a thorough knowledge of content, educational theory, and best practices. The department works collaboratively with K-12 practitioners, professional organizations, and policy makers to improve the preparation of new teachers, as well as to support the development of practicing educators. The Education Department will extend and enhance The College of Idaho's reputation and impact on the community, and within the education profession, by working with policy makers, practitioners, and professional organizations to improve the learning of K-12 students. Where possible, the department will act within the dynamic education environment to change policy that supports improved practice and to prepare new teachers with the knowledge, skills, and dispositions that will empower them to operate within existing policies and institutions, while providing leadership that will influence the profession and practice in positive ways.

Education Department Core Values

- All individuals are inherently valuable and should be treated with respect.
- All individuals can learn.
- Learning is enhanced when informed by a combination of research and best practice.
- Educators should be people of integrity.
- Regarding teaching and learning, the whole is bigger than the sum of the parts.

Math Department Description:

Studying math at the C of I requires a combination of creative thinking, detailed analysis, and organized problem-solving skills. This program will challenge you to:

- Develop critical thinking skills that are necessary for understanding a technologically driven world.
- Acquire a broad range of mathematical and scientific knowledge.
- Expand and develop problem-solving and analytical skills.
- Engage with a pragmatic curriculum that fosters understanding of mathematical structure.

The teacher education program at The College of Idaho strives to be an educative learning community. The conceptual framework of our educative learning community is one based on John Dewey's understanding of educative experiences that encourage personal and community growth (Dewey & Archambault, 1964). It is a community where students are provided with a reflective, caring environment so that the process of becoming a teacher can be explored. It is a community where students are offered a vision of schooling that promotes and helps create to a more just and democratic society.

Coursework for Math Education Specialization undergraduate

The following math courses (43 credits) will be taken as undergraduate coursework. (Descriptions provided below)

- MAT 120
- MAT 125
- MAT 175
- MAT 275
- MAT 280
- CSC 150
- PHY 271
- PHY 271L
- MAT/PHY 199
- MAT 400
- MAT 311
- MAT 361
- MAT 370
- MAT 440
- MAT 4XX

The following education courses will be taken as undergraduate coursework in the Education Minor.

- EDU 202 Introduction to Teaching
- PSY 221 Educational Psychology
- EDU 301 Foundations of Schooling
- EDU 305 Literacy in Content Area
- EDU 442 Teaching Exceptional Children
- EDU 441 Curriculum and Instruction
- EDU 430 Teaching in a Diverse Society

The following education courses will be taken as graduate coursework in the fifth year. Some of the following courses are referenced in the Standards Matrix.

- EDU 520 Assessment for Teaching and Learning

- EDU 596 Clinical Experience Student Teaching
- EDU 597 Intern Seminar
- EDU 542 Secondary Math Methods

Mathematics Course Descriptions:

MAT-120 CONTEMPORARY MATHEMATICS

A course designed to explore some of the great ideas in mathematics and to discover the power of mathematical thinking in everyday life. Topics include counting techniques, infinity, geometry, shape and space, chaos and fractals, and decision science. Prerequisites: MAT-101 or placement according to the Math Placement Guide. **3 credits**

MAT-125 DATA ANALYSIS AND STATISTICS

An applications-oriented approach to data analysis and statistics. Topics may include descriptive statistics, probability and probability distributions, confidence intervals, hypothesis testing, and regression. The course will also cover linear inequalities and interpreting functions with emphasis on their graphs. Applications in business, economics, natural sciences and the social sciences. Students who have received credit for AP Statistics may not take this course for credit. Prerequisite: MAT-101 or placement according to the Math Placement Guide. **3 credits**

MAT-175 SINGLE VARIABLE CALCULUS

This calculus course studies the theory of differentiation and integration of functions of one variable. Main topics include functions, limits, differentiation, and integration. Topics may include continuity, Riemann sums, the fundamental theorem of calculus, techniques of integration, improper integrals, L'Hopital's rule, geometric series, power series, and Taylor series. This is a more mathematically rigorous course than MAT-150. Students planning further work in mathematics or physics and who have successfully completed a previous calculus course are encouraged to take MAT-175. Prerequisites: MAT-150 with a B- or better, or MAT-150 and MAT-130, each with a grade of C or better, or placement according to the Math placement guide. **4 credits**

MAT-275 MULTIVARIABLE CALCULUS

This course is an extension of calculus to higher-dimensional spaces. Main topics include differentiation of functions of two and three variables, an introduction to vector analysis and parametrization, and a study of definite integration in both rectangular and curved coordinate systems. Topics may include a review of functions of several variables, vector geometry of 3-dimensional space, partial derivatives, gradient vectors, optimization techniques, multiple integration in the three classical curvilinear coordinate systems, parametric equations, vector fields, line integrals and Green's Theorem, and the other classical integral theorems of differential geometry. Prerequisites: MAT-175 with minimum grade of C, or meet the criteria of the Math placement guide, or Instructor permission. **4 credits**

MAT-280 INTRODUCTION TO PROOF: NUMBER THEORY

Methods of mathematical proof will be introduced using concepts from number theory. Topics may include: axioms for the integers, Euclidean algorithm, Diophantine equations, Fermat's Little Theorem, unique factorization, and primality testing. Prerequisites: MAT-175 or MAT-275 with a minimum grade of C and sophomore standing or Instructor permission. **1 credit**

CSC-150 COMPUTER SCIENCE I: INTRODUCTION TO COMPUTER SCIENCE AND PROGRAMMING

Students learn elements of computer programming including variables, input and output, operators, control structures, functions, and arrays, using a high level language such as C++. In the process of learning to program, students become familiar with some of the ideas and vocabulary used in computer science and develop problem solving skills. Prerequisites: MAT-150 or MAT-175 or MAT-275 or placement. The prerequisite course must be passed with a minimum grade of C. **3 credits**

PHY-271 ANALYTICAL PHYSICS I

A general survey of physics topics including motion, forces, work, energy, waves, and special relativity. Calculus is used extensively and some familiarity with computers is assumed. This course is intended for math-physics majors and dual-degree engineering students and strongly recommended for any student who plans to do graduate work in any of the sciences or mathematics. Four lectures weekly. Credit for PHY-271 will not be granted to students who have completed PHY-231. **4 credits**

PHY-271L ANALYTICAL PHYSICS I LAB

An integral part of PHY-271 with which it should normally be taken concurrently. One laboratory period weekly. Credit for PHY-271L will not be granted to students who have completed PHY-231L. **1 credit**

MAT-311 PROBABILITY AND MATHEMATICAL STATISTICS I

A study of finite sample spaces, conditional probability and independence, functions of random variables, random variables of one or more dimensions, discrete random variables, continuous random variables, moment generating functions, sampling distribution, estimation and testing of hypotheses. Prerequisites: MAT-280, MAT-281, MAT-282, or MAT-283 with a minimum grade of C. **3 credits**

MAT-361 LINEAR ALGEBRA

A study of general vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisites: MAT-280, MAT-281, MAT-282, or MAT-283 with a minimum grade of C. **3 credits**

MAT-370 GEOMETRY

A study of Euclidean geometry and the development of non-Euclidean geometry, one of the most significant occurrences in the history of mathematics. Prerequisites: MAT-280, MAT-281, MAT-282, or MAT-283 with a minimum grade of C. **3 credits**

MAT 400: 6 credits

MAT 400 Capstone: The Mathematics capstone will be added the current course sequence.

MAT 4XX Course Assistant in MAT 101/102/103: This practicum is unique to the pre-service math teachers' content understanding and skills teaching math prior to student teaching, through a professional experience directly involved with the Math Department at The College of Idaho and the Education Department. The course is a collaborative venture among the college student, college peers, and a college instructor. **1 credit**

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DEPARTMENT OF EDUCATION

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap

REFERENCE

June 2016	Board approved the request for eight (8) school districts to receive a funding cap waiver
June 2017	Board approved the request for six (6) school districts to receive a funding cap waiver
June 2018	Board approved the request for eight (8) districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

During its 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap, affecting school districts that exceed by 103% the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and by how much. These new criteria designate certain bus runs as “hardship” runs, and allow the district to receive a higher cap based on the percentage of the district’s bus runs that are so categorized.

As of April 15, 2019, 23 school districts / charter schools were negatively affected by the pupil transportation funding cap:

District #	District Name	Reduction in Funding
011	MEADOWS VALLEY DISTRICT	\$15,388
013	COUNCIL DISTRICT	\$5,967
044	PLUMMER-WORLEY JOINT DISTRICT	\$45,217
061	BLAINE COUNTY DISTRICT	\$55,430
071	GARDEN VALLEY DISTRICT	\$78,246
132	CALDWELL DISTRICT	\$19,154
137	PARMA DISTRICT	\$22,338
171	OROFINO JOINT DISTRICT	\$45,411
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$55,135

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District #	District Name	Reduction in Funding
274	KOOTENAI DISTRICT	\$11,671
281	MOSCOW DISTRICT	\$74,364
282	GENESEE JOINT DISTRICT	\$15,493
304	KAMIAH JOINT DISTRICT	\$11,864
341	LAPWAI DISTRICT	\$27,580
391	KELLOGG JOINT DISTRICT	\$23,160
392	MULLAN DISTRICT	\$2,425
393	WALLACE DISTRICT	\$19,266
401	TETON COUNTY DISTRICT	\$14,643
411	TWIN FALLS DISTRICT	\$34,003
415	HANSEN DISTRICT	\$7,526
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	\$21,745
463	VISION CHARTER SCHOOL	\$14,460
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$7,437

The State Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they met the eligibility criteria. Of the 23 districts and charter schools negatively affected by the pupil transportation funding cap, only nine (9) school districts had routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All nine (9) of these school districts, listed below, have applied for a waiver of the funding cap.

#044 Plummer Worley School District submitted school bus routes that met the required criteria. This represents 16.67% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.67%.

#071 Garden Valley School District submitted school bus routes that met the required criteria. This represents 30% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 133%.

#171 Orofino School District submitted school bus routes that met the required criteria. This represents 31.25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 134.25%.

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#244 Mountain View School District submitted school bus routes that met the required criteria. This represents 60% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 163%.

#274 Kootenai School District submitted school bus routes that met the required criteria. This represents 100% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 203%.

#281 Moscow School District submitted school bus routes that met the required criteria. This represents 16.13% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.13%.

#304 Kamiah School District submitted school bus routes that met the required criteria. This represents 40% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

#341 Lapwai School District submitted school bus routes that met the required criteria. This represents 44.44% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 147.44%.

#391 Kellogg School District submitted school bus routes that met the required criteria. This represents 2.78% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 105.78%.

IMPACT

Approval of the funding cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Funding Cap Waiver Spreadsheet

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2017 Board meeting the Board approved a waiver of the funding cap for St. Maries School District, Plummer-Worley School District, Garden Valley School District, Butte County School District, Orofino School District, Bliss School District, Mountain View School District, Kootenai School District, Moscow School District, Kamiah School District, Highland School District, and Kellogg School District. Of the nine requests the Board is considering this year, seven were

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approved in 2018. St. Maries School District and Lapwai School District are new for 2019.

Pursuant to Section 33-1006, Idaho Code:

“A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district’s bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

- (a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
- (b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
- (c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.”

The Department of Education transportation staff review each of the applications prior to submittal for Board consideration. Only those school districts that have met the statutory requirements may be considered for approval.

BOARD ACTION

I move to approve the request by School District #044, Plummer-Worley School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.67%, for a total of \$45,217 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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I move to approve the request by School District #071, Garden Valley School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 133%, for a total of \$78,246 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #171, Orofino County School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 134.25%, for a total of \$45,411 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #244, Mountain View School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 163%, for a total of \$55,135 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #274, Kootenai School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 203%, for a total of \$11,671 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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I move to approve the request by School District #281, Moscow School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.13%, for a total of \$74,364 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #304, Kamiah School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 143%, for a total of \$11,864 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #341, Lapwai School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 147.44%, for a total of \$27,580 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #391, Kellogg School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 105.78%, for a total of \$23,160 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2017-2018 Data - Approved Costs Reimbursed in Fiscal Year 2018-2019 (Fifteenth Capped Year)				
Set percentage cap to apply to statewide average	103%	Riders per Mile	1.6	
Revised: April 12, 2019	3rd draft			
	Cost Per Mile	Cost Per Rider		
Statewide Averages before cap	\$4.04	\$920		
Statewide Averages after cap	\$4.16	\$948		
Total Savings From Cap	\$627,923	Capped Reimb.	Actual Reimb.	
Savings Following Appeals & State Board Action	\$352,197	\$86,413,047	\$87,040,970	

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Total 100% Reimbursable Costs Eligible at 50%	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
044	PLUMMER-WORLEY JOINT DISTRICT	\$45,217	23.5%	\$229,024	TRUE	0.167	\$253,301
071	GARDEN VALLEY DISTRICT	\$78,246	51.1%	\$0	TRUE	0.300	\$161,517
171	OROFINO JOINT DISTRICT	\$45,411	11.8%	\$386,747	TRUE	0.313	\$554,089
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$55,135	9.4%	\$456,639	TRUE	0.600	\$787,740
274	KOOTENAI DISTRICT	\$11,671	9.6%	\$103,060	TRUE	1.000	\$155,778
281	MOSCOW DISTRICT	\$74,364	14.8%	\$522,222	TRUE	0.161	\$646,148
304	KAMIAH JOINT DISTRICT	\$11,864	10.3%	\$128,278	TRUE	0.400	\$148,257
341	LAPWAI DISTRICT	\$27,580	18.7%	\$125,454	TRUE	0.444	\$188,640
391	KELLOGG JOINT DISTRICT	\$23,160	4.6%	\$532,388	TRUE	0.028	\$652,897

DEPARTMENT OF EDUCATION

SUBJECT

Requests for Safety Busing Approval for the 2018-2019 School Year

REFERENCE

June 2016	Board approved the request for 98 school districts and 13 charter schools to transport students less than one and one-half miles for the 2015-2016 school year.
June 2017	Board approved the request for 99 school districts and 13 charter schools to transport students less than one and one-half miles for the 2016-2017 school year.
June 2018	Board approved the request for 98 school districts and 13 charter schools to transport students less than one and one-half miles for the 2017-2018 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code
Section 33-1501, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Pursuant to Section 33-1006, Idaho Code, "The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles, commonly known as safety busing, as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education.

The *Standards for Idaho School Buses and Operations* states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with

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responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged.

The local board of trustees shall annually, by official action (§33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 1 of the school year in which the safety busing began.”

All requests were submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) portal. Reminders were emailed to all districts and charter schools prior to March 1. All requests recommended for approval are compliant with Section 33-1006, Idaho Code. A total of 114 school districts and charter schools (LEAs), 97 school districts and 17 charter schools affecting 24,705 students, applied for safety busing using the correct form and are recommended for approval.

IMPACT

The approval of LEAs with safety-based students as listed in Attachment 1 allows LEAs to be reimbursed for routes that meet the safety busing requirements. Board inaction or denial of the safety bus waivers would result in a loss of funding for the LEAs in question.

ATTACHMENTS

Attachment 1 – Safety Busing LEA List and Student Count

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1006, Idaho Code, allows for the reimbursement of cost to transport students 1.5 miles or more from the school and pupils less than 1.5 miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education. State Department of Education staff annually review school district requests and forward those meeting the requirements for safety busing to the Board for consideration. Staff recommends approval.

BOARD ACTION

I move to approve the requests by 97 school districts and 17 charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Safety Busing Rider Count Report

Aberdeen District	107	Madison District	380
American Falls Joint District	227	Marsh Valley Joint District	81
Basin School District	31	Marsing Joint District	108
Bear Lake County District	116	McCall-Donnelly Joint School District	168
Blackfoot District	617	Melba Joint District	24
Blaine County District	652	Middleton District	460
Bliss Joint District	49	Midvale District	14
Boise Independent District	808	Minidoka County Joint District	752
Bonneville Joint District	2761	Moscow District	290
Boundary County District	32	Mountain Home District	295
Bruneau-Grand View Joint School District	11	Mountain View School District	91
Buhl Joint District	157	Murtaugh Joint District	90
Butte County Joint District	52	Nampa School District	1511
Caldwell District	803	New Plymouth District	79
Cascade District	1	North Gem District	11
Cassia County Joint District	296	Notus District	124
Castleford District	20	Oneida County District	117
Challis Joint District	9	Orofino Joint District	1
Clark County District	23	Parma District	150
Coeur D'alene District	301	Payette Joint District	551
Cottonwood Joint District	31	Plummer-Worley Joint District	47
Culdesac Joint District	6	Pocatello District	1597
Emmett Independent District	150	Post Falls District	483
Filer District	21	Potlatch District	26
Firth District	32	Preston Joint District	181
Fremont County Joint District	158	Richfield District	21
Fruitland District	79	Ririe Joint District	185
Garden Valley District	15	Rockland District	40
Genesee Joint District	25	Salmon District	77
Glenns Ferry Joint District	109	Salmon River Joint School District	9
Gooding Joint District	328	Shelley Joint District	284
Hagerman Joint District	90	Shoshone Joint District	186
Hansen District	52	Snake River District	212
Homedale Joint District	264	Soda Springs Joint District	179
Horseshoe Bend School District	46	South Lemhi District	10
Idaho Falls District	1035	St Maries Joint District	26
Jefferson County Joint District	317	Sugar-Salem Joint District	85
Jerome Joint District	300	Swan Valley Elementary District	19
Joint School District No. 2	1422	Teton County District	77
Kamiah Joint District	61	Troy School District	56
Kellogg Joint District	18	Twin Falls District	715
Kimberly District	273	Vallivue School District	782
Kootenai District	10	Wallace District	82
Kuna Joint District	297	Weiser District	332
Lake Pend Oreille School District	171	Wendell District	63
Lakeland District	190	West Bonner County District	57
Lapwai District	40	West Jefferson District	55
Mackay Joint District	23	West Side Joint District	90
		Wilder District	120
School District Count: 97		Student Count: 24029	

Compass Public Charter School, Inc.	19	Idaho Stem Academy, Inc.	131
Falcon Ridge Public Charter School, Inc.	16	Legacy Public Charter School, Inc.	8
Future Public School, Inc.	16	Liberty Charter School, Inc.	4
Gem Prep: Meridian, Inc.	3	North Star Charter School, Inc.	13
Gem Prep: Nampa, Inc.	37	North Valley Academy, Inc.	105
Heritage Academy, Inc.	89	Project Impact Stem Academy, Inc.	12
Heritage Community Charter School, Inc.	91	Thomas Jefferson Charter School, Inc.	28
Idaho Arts Charter School, Inc.	60	Victory Charter School, Inc.	4
		Vision Charter School, Inc.	40
Charter School Count: 17		Student Count:	676
Total LEA Count: 114		Total Student Count:	24705

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DEPARTMENT OF EDUCATION

SUBJECT

Appointments to the Assessment Item Review (Bias and Sensitivity) Committee

REFERENCE

November 2014	Board appointed 30 committee members for a two (2) or four (4) year term. A list of 90 additional members were appointed to perform a one-time review.
February 2015	Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	Board approved the appointment of committee members.
December 2016	Board disapproved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with 11 associated items, and one (1) grade 6 math item.
August 2017	Board approved the appointment of committee members.
August 2018	Board approved the appointment of committee members.
November 2018	Board approved the removal of one (1) grade 5 ELA item.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code - Assessment Item Review Committee

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the State Department of Education (Department) recommended and the State Board of Education appointed a review committee to ensure that parents, teachers, administrators, and school board members in Idaho's public education system have the opportunity to review the types and kinds of questions used on state assessments. The law requires a committee of thirty individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

This committee reviews all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to revise

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or eliminate test questions from the Idaho Standards Assessment Tests in English Language Arts/Literacy, Mathematics, and Science.

The Department recommends the following people to serve 4-year terms on the Bias and Sensitivity Committee, expiring June 30, 2023: Jody Hendrickx, Debi Schoonover, Rebekka Boysen-Taylor, Vickie McCullough, Erin McCandless, Robin Zikmund, Joy Thomas, Deanna Richards, Catherine Griffin, Judy Hoffman, Becky Vordermann, and E. Marie Hammon.

IMPACT

Appointment of Assessment Item Review Committee members ensures statutory compliance.

ATTACHMENTS

Attachment 1 – Assessment Item Review Committee Members

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status. Additionally, this section of code established the makeup of the committee. The committee must include:

- (i) Two (2) parents of public school or public charter school students, selected from each of the six (6) education regions in this state;
- (ii) One (1) public school or public charter school teacher, selected from each of the six (6) education regions in this state;
- (iii) One (1) member who is an administrator of a school district or public charter school, selected from each of the six (6) education regions in this state; and
- (iv) One (1) member from the district board of trustees or public charter school board of directors, selected from each of the six (6) education regions in this state.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho's participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

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BOARD ACTION

I move to approve the request by the State Department of Education to appoint Jody Hendrickx, Debi Schoonover, Rebekka Boysen-Taylor, Vickie McCullough, Erin McCandless, Robin Zikmund, Joy Thomas, Deanna Richards, Catherine Griffin, Judy Hoffman, Becky Vordermann, and E. Marie Hammon to serve on the Assessment Item Review Committee in the roles identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Bias and Sensitivity Committee Members 2019

APPROVED	REGION	ROLE	FIRST	LAST	TERM EXPIRES	NEW
Aug-18	1	Administrator	Bill	Rutherford	6/30/22	
Aug-18	1	Administrator	Robin	Merrifield	6/30/22	
Aug-16	1	Parent	Timothy	Hunt	6/30/20	
Aug-18	1	Parent	David	Brinkman	6/30/22	
	1	School Board Member	Jody	Hendrickx	6/30/23	NEW
Aug-16	1	Teacher	Mary Lee	Ruch	6/30/20	
Aug-16	1	Teacher	George	Ives	6/30/20	
Aug-16	1	Teacher	Jared	Hughes	6/30/20	
Aug-16	2	Administrator	James	Doramus	6/30/20	
Aug-16	2	Parent	Susan	Rigg	6/30/20	
	2	Parent	Debi	Schoonover	6/30/23	NEW
Aug-16	2	School Board Member	John	Menter	6/30/20	
Aug-16	2	School Board Member	Dawn	Fazio	6/30/20	
	2	Teacher	Rebekka	Boysen-Taylor	6/30/23	NEW
	3	Administrator	Vickie	McCullough	6/30/23	NEW
Aug-18	3	Administrator	Craig	Woods	6/30/22	
Aug-18	3	Administrator	Becca	Anderson	6/30/22	
	3	Parent	Erin	McCandless	6/30/23	NEW
Aug-18	3	Parent	Tanya	Koyle	6/30/22	
Aug-16	3	Parent	Cindy	Thorngren Fennell	6/30/20	
	3	Parent - Special Ed	Robin	Zikmund	6/30/23	NEW
	3	School Board Member	Joy	Thomas	6/30/23	NEW
Aug-18	3	School Board Member	Dionicio (Don)	Pena	6/30/22	
Aug-16	3	Teacher	Marie	Thomas	6/30/20	
	3	Teacher	Deanna	Richards	6/30/23	NEW
	3	Teacher	Catherine	Griffin	6/30/23	NEW
Aug-16	4	Administrator	Angela	Davidson (Chandler)	6/30/20	
Aug-16	4	Administrator	Marcia	Grabow	6/30/20	
Aug-18	4	Parent	Gary	Birch	6/30/22	
Aug-18	4	Parent	Kathy	Millar	6/30/22	
Aug-16	4	Parent	Olga	Maza-Santos	6/30/20	
Aug-16	4	Parent	Mandy	Baker	6/30/20	
Aug-17	4	School Board Member	Teresa	Berry	6/30/21	
Aug-18	4	School Board Member	Todd	Hubbard	6/30/22	
Aug-18	4	Teacher	Barbara Dee	Jones	6/30/22	
Aug-16	4	Teacher	Darlene Matson	Dyer	6/30/22	
Aug-18	5	Administrator	Carmelita	Benitez	6/30/22	
Aug-18	5	Administrator	Michael	Mendive	6/30/22	

APPROVED	REGION	ROLE	FIRST	LAST	TERM EXPIRES	NEW
Aug-16	5	Parent	Kris	Wilkinson	6/30/20	
Aug-16	5	Parent	Tara	Jensen	6/30/20	
Aug-18	5	Parent	Shawna	Sprague	6/30/22	
Aug-16	5	School Board Member	Dan	Lau	6/30/20	
Aug-18	5	School Board Member	Raini	Hayden	6/30/22	
Aug-16	5	School Board Member	Brooke	Palmer	6/30/20	
Aug-16	5	School Board Member	Janie	Gebhardt	6/30/20	
Aug-16	5	School Board Member	David	Mattson	6/30/20	
Aug-16	5	Teacher	La Nae	Robinson	6/30/20	
Aug-16	5	Teacher	Teresa	Jackman	6/30/20	
Aug-16	6	Administrator	Gail	Rochelle	6/30/20	
Aug-16	6	Administrator	Darnea	Lamb	6/30/20	
Aug-16	6	Parent	Joy	McDaniel	6/30/20	
Aug-18	6	Parent	Laura	Wallis	6/30/22	
Aug-18	6	School Board Member	Lisa	Marlow	6/30/22	
	6	School Board Member	Judy	Hoffman	6/30/23	NEW
Aug-18	6	Teacher	Bonnie	Warne	6/30/22	
	6	Teacher	Becky	Vordermann	6/30/23	NEW
	6	Teacher	E. Marie	Hammon	6/30/23	NEW
Aug-18	6	Teacher	Schaffner	Ashley	6/30/22	
Aug-18	6	Teacher	Cindy	Romney	6/30/22	

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

TAB	DESCRIPTION	ACTION
1	CHIEF EXECUTIVE OFFICER COMPENSATION	Motion to approve
2	BOISE STATE UNIVERSITY Multi-Year Employment Agreement – Head Women’s Basketball Coach	Motion to approve
3	IDAHO STATE UNIVERSITY Multi-Year Employment Agreement – Head Men’s Basketball Coach	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

SUBJECT

Chief Executive Officer Salaries

REFERENCE

June 2018

The Idaho State Board of Education (Board) approved Chief Executive Officer salaries.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.d. and e.

Idaho Code §33-102A

ALIGNMENT WITH STRATEGIC PLAN

Chief Executive Officer salary adjustments are a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

Per a March 22, 2019 guidance memo from the Division of Financial Management (DFM) and Division of Human Resources, “[p]ay increases for [agency] directors will be determined by the Governor. For those reporting to a Board or Commission, the governing board shall make a recommendation in a letter to the Governor for his review by May 6, 2019.”

Idaho Code §33-102A provides that [t]he state board of education is hereby authorized to appoint an executive officer of the state board who ... shall receive such salary as fixed by the state board.” The Board’s recommended salary change for its Executive Director was sent to DFM on April 23, 2019.

Pursuant to Board Policy I.E.2.d., the administrator of the Division of Career Technical Education, the administrator of the Division of Vocational Rehabilitation, and the general manager of Idaho Public Television “are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment.” The Board’s Executive Director has completed annual performance evaluations for these agency heads and transmitted salary recommendations to DFM on or before May 2, 2019. The Executive Director’s salary recommendations for these positions were based on the evaluations and the individual agencies’ DFM-approved compensation plans for FY2020.

On June 4, 2019, the Governor’s Office notified all directors and agency heads that they will receive a 3% ongoing salary increase.

Agency heads’ salaries are entered into the state payroll system based on the equivalent hourly amount. The Board’s consideration of salary changes at this time will allow for any approved changes to be entered into the state payroll system prior to the start of the payroll fiscal year.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2019

IMPACT

Approval of the proposed salaries will allow staff to enter the salaries for FY2020 into the state payroll system.

ATTACHMENTS

Attachment 1 - Governor's Memo to Agency Directors on CEC

Attachment 2 – First Amendment to Contract - LCSC President Pemberton

Attachment 3 – Second Amendment to Contract - ISU President Satterlee

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the hourly rates and equivalent salaries listed below.

BOARD ACTION

I move to approve an hourly rate of \$76.57 (annual salary of \$159,266) for Matt Freeman as Executive Director of the State Board of Education, effective June 16, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of \$55.80 (annual salary of \$116,064) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective June 16, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of \$56.06 (annual salary of \$116,605) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 16, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve an hourly rate of \$59.38 (annual salary of \$123,510) for Dwight Johnson as Administrator of the Division of Career Technical Education, effective June 16, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
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AND

I move to approve the first amendment to Cynthia Pemberton's contract as President of Lewis-Clark State College to set the annual salary at \$240,000, effective July 1, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the second amendment to Kevin Satterlee's contract as President of Idaho State University to set the annual salary at \$400,000, effective June 16, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Governor Brad Little

*State Capitol :: Boise, Idaho 83720
(208) 334-2100 :: gov.idaho.gov*



June 4, 2019

Dear Directors and Agency Heads,

Governor Little's FY20 budget recommendation included a 3-percent Change in Employee Compensation (CEC) for permanent state employees. The Legislature appropriated funding for a 3-percent CEC with instructions that a portion of that amount be used to provide no less than \$550 per year increase for permanent state employees.

The purpose of this memo is to inform you that all Directors and Agency Heads will receive a 3-percent ongoing salary increase, which encompasses a \$550 per year increase, effective July 1, 2019. Please work with DHR and DFM to finalize the increase.

Next year, we will request the agencies that have been asked to fill out the Governor's objectives and key results to include their agency's key results when submitting CEC recommendations.

Please let your policy contact in the Governor's Office know if you have questions.

Thank you for your leadership in helping Governor Little carry out his vision of making Idaho the place where our children and grandchildren choose to stay.

Zach Hauge
Chief of Staff

**First Amendment to the Employment Agreement
for
President Lewis-Clark State College**

This First Amendment to the Employment Agreement for President Lewis-Clark State College ("First Amendment") is made between the Idaho State Board of Education, as the Board of Trustees of Lewis-Clark State College ("Board"), and Dr. Cynthia Lee A. Pemberton ("President") and is effective July 1, 2019.

1. The Employment Agreement has an effective date of April 5, 2018.
2. All terms of the Employment Agreement remain unchanged with the exception of Paragraph 4. Paragraph 4.a. is hereby deleted and replaced with the following:

4. Salary

a. For all services rendered under this Agreement, the President's annual salary of two hundred and twenty-five thousand dollars (\$225,000) shall be increased by a three percent (3%) change in employee compensation (CEC) equal to \$6,750 plus an equity adjustment in the amount of \$8,250, for a total base compensation of two hundred and forty thousand dollars (\$240,000) payable solely from Institutional funds.

IN WITNESS WHEREOF, Debbie Critchfield, President of the Board, and Dr. Cynthia Lee A. Pemberton, President of Lewis-Clark State College, have executed this First Amendment.

Dr. Debbie Critchfield, President
Idaho State Board of Education

Dr. Cynthia Lee A. Pemberton, President
Lewis-Clark State College

Date

Date

**Second Amendment to the Employment Agreement
for
President Idaho State University**

This Second Amendment to the Employment Agreement for President Idaho State University ("Second Amendment") is made between the Idaho State Board of Education, as the Board of Trustees of Idaho State University ("Board"), and Kevin Satterlee ("President") and is effective June 16, 2019 ("Effective Date").

1. The Employment Agreement has an effective date of May 4, 2018 and was amended by a First Amendment to the Employee Agreement, effective October 18, 2018 ("First Amendment").
2. The Employment Agreement and the First Amendment are collectively referred to herein as the "Agreement."
3. All terms of the Agreement remain unchanged with the exception of Paragraph 4. Paragraph 4.a. is hereby deleted and replaced with the following:

4. Salary

a. For all services rendered under this Agreement, the President's annual salary of three \$370,000 shall be increased by a three percent (3%) change in employee compensation (CEC) equal to \$11,100 plus an equity adjustment in the amount of \$18,900 for a total base compensation of four hundred thousand dollars (\$400,000) payable solely from Institutional funds.

IN WITNESS WHEREOF, Debbie Critchfield, President of the Board, and Kevin Satterlee, President of Idaho State University, have executed this Second Amendment.

Debbie Critchfield, President
Idaho State Board of Education

Kevin Satterlee, President
Idaho State University

Date

Date

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

BOISE STATE UNIVERSITY

SUBJECT

New Multi-year contract for Gordon Presnell, Head Women's Basketball Coach

REFERENCE

February 2011	The Idaho State Board of Education (Board) approved a two-year employment agreement with Head Women's Basketball Coach Gordon Presnell.
December 2014	The Board approved a five-year employment agreement with Coach Presnell.
August 2016	The Board approved a new three-year employment agreement with Coach Presnell.
August 2017	The Board approved a new five-year rolling employment agreement with Coach Presnell.
December 2018	The Board approved an amendment to the 2017 employment agreement with Coach Presnell regarding incentive pay.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN

Multi-year coach contracts are a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) is seeking to renew and extend a contract for its Head Women's Basketball Coach, Gordon Presnell.

In August 2017, the Board approved a four (4) year and seven (7) month employment extension contract with Coach Presnell, terminating March 31, 2022. The contract included an automatic extension clause extending one year after each season the team reached 18 wins. During the 2017-18 season, the employment agreement extended to March 31, 2023 when the team obtained its 18th win. After a great season of winning the Mountain West Conference Championship, playing in the first round of the NCAA tournament which is the second time in three years and a record setting season for wins of 25-8 overall, an amendment was negotiated for Coach Presnell's contract. The amendment updated his incentive pay to reward the continued success of the program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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During the 2018-19 season, the employment agreement extended to March 31, 2024 when the team obtained its 18th win. He led his team to double championships both in the regular season and conference tournament. The Broncos produced the best season in school history with a 28-5 record, made their third-straight NCAA Tournament appearance, and fifth overall appearance (2007, 2015, 2017-19) under Presnell's direction. Coach Presnell also reached 650 victories for his career. He became the 24th active NCAA (all levels) women's head coach, and the 16th active Division I women's head coach, to accomplish the feat. He is an asset to our University, our department and to the student-athletes he coaches. With the success he has had during his tenure, Boise State University requests approval to enter into a new multi-year contract with Coach Presnell as Head Women's Basketball Coach.

IMPACT

No state funds are used and these amounts are paid only from program revenues, media, donations and other non-state funds. Terms are as follows:

Term: Fixed term contract of four years and nine months.

Base Compensation: \$300,000 per year.

Pay for Performance - Academic

APR between 975-980	-	\$ 5,000
APR between 981-985	-	\$ 7,500
APR between 986-990	-	\$ 10,000
APR 991 or above	-	\$ 18,000

Buy-Out Provision: If Coach terminates early without cause, he may be required, at BSU's discretion, to pay liquidated damages as follows for the amount of time remaining in the contract:

▪ 5 years – 4 years and 1 day:	\$100,000
▪ 4 years – 3 years and 1 day:	\$ 80,000
▪ 3 years – 2 years and 1 day:	\$ 60,000
▪ 2 years – 1 year and 1 day:	\$ 40,000
▪ 1 year – 1 day:	\$ 20,000

Pay for Performance - Athletic:

a)	The greatest of the following:	
	12-14 conference wins	\$ 6,000
	15+ conference wins	\$ 10,000
	Conference Regular Season Champions	\$ 18,000
b)	Conference Tournament Champions	\$ 15,000
c)	At-large selection for the NCAA Tournament	\$ 10,000
d)	NCAA Tournament Win (per game)	\$ 7,500
e)	WNIT Win (per game)	\$ 3,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
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f)	Conference Coach of the Year	\$ 3,000
g)	National Coach of the Year	\$ 10,000
h)	Conference Player of the Year	\$ 2,000
i)	Conference Freshman of the Year	\$ 2,000
j)	Top 50 RPI (at end of season)	\$ 6,000

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Redline of Proposed Contract to Model Agreement
Attachment 3 – Redline of Proposed Contract to Current Agreement as amended
Attachment 4 – Maximum Compensation Calculation
Attachment 5 – Maximum Compensation Calculation Comparison
Attachment 6 – 2013-2017 APR Summary
Attachment 7 – Base Salary and Incentive Comparison
Attachment 8 – Liquidated Damages Comparison

STAFF COMMENTS AND RECOMMENDATIONS

The Board approved a contract amendment for Coach Presnell in December 2018. Boise State University intended to make further adjustments to the contract, but was unable to do so before the start of the basketball season. The changes in December only involved the incentive bonuses, with no adjustment to the base salary. The proposed contract includes an adjustment to the base salary from \$250,000 to \$300,000. Compared to other Mountain West conference coaches, Coach Presnell would have the highest base salary. In addition to the base salary, the incentive bonuses have been changed. The overall impact is a decrease in the maximum compensation from \$428,500 to \$426,500.

Liquidated damages have increased from a maximum of \$40,000 to a maximum of \$100,000. Compared to other Mountain West coaches, the liquidated damages are lower than most. Two other coaches in the conference do not have any liquidated damages. Of those coaches that do have a liquidated damages clause in the contract, the maximum amount in Coach Presnell's contract is lower than the maximum amount of all other coaches.

The following table details the differences between the proposed contract and the current contract.

Liquidated Damages

Current Amount	Proposed Amount	Date
\$20,000		Before March 31, 2019
\$10,000		Before March 16, 2020
	\$100,000	Between 5 years – 4 years and 1 day remaining
	\$80,000	Between 4 years – 3 years and 1 day remaining
	\$60,000	Between 3 years – 2 years and 1 day remaining
	\$40,000	Between 2 years – 1 year and 1 day remaining
	\$20,000	Between 1 year – 1 day remaining

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

Pay for Performance - Academics

Current Amount	Proposed Amount	Incentive
\$5,000	\$5,000	APR between 975-890
\$7,500	\$7,500	APR between 81-985
\$10,000	\$10,000	APR between 986-990
\$20,000	\$18,000	APR between 991 or above

Pay for Performance - Athletics

Current Amount	Proposed Amount	Incentive
		a) The greatest of the following:
\$2,500		10 conference wins
\$3,500		11 conference wins
\$5,000		12 conference wins
\$6,000		13 conference wins
\$9,000		14 conference wins
\$10,000		15 conference wins
\$20,000	\$18,000	Conference Season Champions
	\$6,000	12-14 conference wins
	\$10,000	15+ conference wins
		b) The greater of the following two:
\$5,000		Conference Tournament Finalist
\$20,000	\$15,000	Conference Tournament Champions
\$5,000	\$10,000	c) At-large selection for the NCAA Tournament*
	\$7,500	NCAA Tournament Win (per game) – subset of line f
\$35,000		d) NCAA Tournament Appearance (max total)
\$52,500	\$52,500	e) NCAA Tournament Win (max total)
		or
\$18,000	\$18,000	f) WNIT Appearance (max total)
	\$3,000	g) WNIT Win (per game) – subset of line g
\$6,000		h) 18 wins
\$3,000	\$3,000	i) Conference Coach of the Year
\$10,000	\$10,000	j) National Coach of the Year
\$3,000	\$2,000	k) Conference Player of the Year
\$3,000	\$2,000	l) Conference Freshman of the Year
\$6,000	\$6,000	m) Top 50 RPI (at end of season)
		or
\$3,000		Top 100 RPI (at end of season)
\$178,500	\$126,500	Maximum Total Incentive Compensation

**Not eligible if Conference Tournament Champions.*

Staff recommends approval

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

BOARD ACTION

I move to approve the request by Boise State University to enter into a new multi-year agreement as proposed with Gordon Presnell, Head Women's Basketball Coach for a term commencing on July 1, 2019 and terminating March 31, 2024, with a base salary of \$300,000 as proposed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (the University), and Gordon H. Presnell (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate women's basketball team (the Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years and nine (9) months, commencing on July 1, 2019 and terminating, without further notice to Coach, on March 31, 2024 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3. Automatic Extensions. The term of this Agreement will automatically be extended by one (1) additional year commencing on April 1 and concluding on March 31 for each season in which the team has at least eighteen (18) wins. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the Women's National Invitation Tournament ("WNIT"), or the National Collegiate Athletic Association ("NCAA") Tournament, to the exclusion of all other pre-season exhibition games or post-season tournaments.

ARTICLE 3

3.1. Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) A base salary \$300,000 per year and subsequent extension years pursuant to section 2.3 herein payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the Board;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2. Supplemental Compensation. Each year Coach shall be eligible to receive supplemental compensation as detailed below:

3.2.1 Athletic Achievement Incentive Pay.

- a) The greatest of the following:

12-14 conference wins	\$6,000
15+ conference wins	\$10,000
Conference Regular Season Champions	\$18,000
- b) Conference Tournament Champions \$15,000
- c) At-large selection for the NCAA Tournament \$10,000
- d) NCAA Tournament Win (per game) \$7,500
- e) WNIT Win (per game) \$3,000
- f) Conference Coach of the Year \$3,000

g)	National Coach of the Year	\$10,000
h)	Conference Player of the Year	\$2,000
i)	Conference Freshman of the Year	\$2,000
j)	Top 50 RPI (at end of season)	\$6,000

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in July if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned if annual team APR ranks nationally within women's basketball as follows:

<u>National Rank Within Sport</u>		
975-980	=	\$5,000
981-985	=	\$7,500
986-990	=	\$10,000
991 or above	=	\$18,000

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

- a) If Coach qualifies for Athletic Achievement Supplemental Compensation pursuant to section 3.2.1, University will pay Coach on the first regular pay date in July, following the year in which such supplemental compensation is calculated but only if Coach is still employed by the University on that date. Ranking shall be determined based on NCAA National End of Season Ranking.
- b) If Coach qualifies for Academic Achievement Supplemental Compensation pursuant to section 3.2.2, it will be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, if Coach is still employed by the University on that date.
- c) In order to receive any of the 3.2.1 supplemental compensation, the Team's retention rate must be at least 50% for the academic year in which the supplemental pay is earned. The retention rate will be calculated anew each year and will not be cumulative.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

3.2.4. Coach agrees that the University has the priority right to operate camps and/or clinics on its campus using University facilities.

- a) If the University exercises its right to operate camps and/or clinics on campus, the University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University.
- b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
 - i) Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
 - ii) Payment for use of University facilities; and
 - iii) Provision of proof of liability insurance

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a camp and/or clinic to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.2.5 Away Game Guarantee. In the event the University schedules an away contest with a non-conference opponent for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: any amount of the game guarantee, will be split between (a) the Department and (b) the Coach and assistant coaches at the recommendation of Coach, subject to the Director's final approval

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student athletes and staff,

including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach

must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the [Sport] conference of which the University is a member.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the Board.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7. Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. “Serious misconduct” is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team’s last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach’s duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach’s services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach’s show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University’s designated media outlets.

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The annual BAA barbecue
- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach’s duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe

benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3. Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum for the associated amount of time remaining in the contract:

▪ 5 years – 4 years and 1 day:	\$100,000
▪ 4 years – 3 years and 1 day:	\$80,000
▪ 3 years – 2 years and 1 day:	\$60,000
▪ 2 years – 1 year and 1 day:	\$40,000
▪ 1 year – 1 day:	\$20,000

Buyout will remain in effect based on the number of years remaining in the contract. If contract is extended by one year due to the automatic extension clause, the buyout remains at the current limit. By way of clarification, if the contract is extended one year after the 2019-20 season due to the team reaching 18 wins, the buyout will remain at \$100,000 for the 2020-21 season, as five years remain in contract.

The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Liquidated damages shall not be due and payable if:

- a) Coach terminates this Agreement for convenience for family reasons, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2021, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph; or
- b) Coach terminates this Agreement for convenience in order for Coach to take a non-coaching position, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2021, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4. Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University's policies.

ARTICLE 6

6.1. Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2. University Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
 Director of Athletics
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: Boise State University
 Office of the President
 1910 University Drive
 Boise, Idaho 83725-1000

Coach: Gordon H. Presnell
 Last known address on file with
 University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Coach

Signature: _____

Signature: _____

Curt Apsey
Director of Athletics

Gordon H. Presnell

Date: _____

Date: _____

Signature: _____

Martin E. Schimpf
Interim President

Date: _____

Approved by the Idaho State Board of Education on the ____ day of June, 2019.

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~
 (template adopted by Idaho State Board of Education, _____, 2018)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State
 _____(University (the UniversityCollege), and Gordon H.
Presnell_____(Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University
 (College) shall employ Coach as the head coach of its intercollegiate women's basketball(Sport)
 team (the Team).~~(or Director of Athletics)~~. Coach (Director) represents and warrants that Coach
 is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the
University'sUniversity (College)'s Athletic Director (Director) or the Director's designee. Coach
 shall abide by the reasonable instructions of Director or the Director's designee and shall confer
 with the Director or the Director's designee on all administrative and technical matters. Coach
 shall also be under the general supervision of the University's President (PresidentUniversity
(College)'s Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other
 duties in the University'sUniversity (College)'s athletic program as the Director may assign and
 as may be described elsewhere in this Agreement. ~~The University (College)~~ shall have the right,
 at any time, to reassign Coach to duties at the University (College) other than as head coach of the
 Team, provided that Coach's compensation and benefits shall not be affected by any such
 reassignment, except that the opportunity to earn supplemental compensation as provided in
 Sections 3.2.1 through 3.2.2(depending on supplemental pay provisions used) shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4(—)) years and
nine (9) months, commencing on July 1, 2019_____ and terminating, without further notice to
 Coach, on March 31, 2024_____ unless sooner terminated in accordance with other provisions
 of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the
 University (College) and an acceptance by Coach, both of which must be in writing and signed by
 the parties.~~Any renewal is subject to the prior approval of the Idaho State Board of Education~~
 (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall

Coach's service pursuant to this Agreement count in any way toward tenure at the University. ~~(College).~~

2.3. Automatic Extensions. The term of this Agreement will automatically be extended by one (1) additional year commencing on April 1 and concluding on March 31 for each season in which the team has at least eighteen (18) wins. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the Women's National Invitation Tournament ("WNIT"), or the National Collegiate Athletic Association ("NCAA") Tournament, to the exclusion of all other pre-season exhibition games or post-season tournaments.

ARTICLE 3

3.1. Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) ~~A base~~An annual salary ~~\$300,000 of \$_____~~ per year and subsequent extension years pursuant to section 2.3 herein; payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and ~~President~~Chief Executive Officer and approved by the Board;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~-(except that in accordance with Board Policy II.H.6.b.ii, University (College) and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and~~
- c) The opportunity to receive such employee benefits as the ~~University (College)'s Department of Athletics (Department)~~ University provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the ~~President~~Chief Executive Officer, in the ~~President's~~Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the ~~President~~Chief Executive Officer may determine to be necessary to meet such challenges. ~~- In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.~~

~~3.2~~ 3.2. Supplemental Compensation. Each year Coach shall be eligible to receive supplemental compensation as detailed below:

3.2.1 Athletic Achievement Incentive Pay.

a) The greatest of the following:

<u>12-14 conference wins</u>	<u>\$6,000</u>
<u>15+ conference wins</u>	<u>\$10,000</u>
<u>Conference Regular Season Champions</u>	<u>\$18,000</u>

b) Conference Tournament Champions \$15,000

~~3.2.1.~~ c) At-large selection for the NCAA Tournament \$10,000

~~Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs); and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate~~

~~(men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief Executive Officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.~~

~~3.2.5—Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment).~~

~~3.2.6—(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))~~

d) NCAA Tournament Win (per game)	\$7,500
e) WNIT Win (per game)	\$3,000
f) Conference Coach of the Year	\$3,000
g) National Coach of the Year	\$10,000
h) Conference Player of the Year	\$2,000
i) Conference Freshman of the Year	\$2,000
j) Top 50 RPI (at end of season)	\$6,000

~~If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in July if Coach is still employed by the University on that date.~~

~~3.2.2. Academic Achievement Incentive Pay.~~

~~Academic Incentive Pay may be earned if annual team APR ranks nationally within women's basketball as follows:~~

National Rank Within Sport		
975-980	=	\$5,000
981-985	=	\$7,500
986-990	=	\$10,000
991 or above	=	\$18,000

~~If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), if Coach is still employed by the University on that date.~~

~~3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.~~

- a) If Coach qualifies for Athletic Achievement Supplemental Compensation pursuant to section 3.2.1, University will pay Coach on the first regular pay date in July, following the year in which such supplemental compensation is calculated but only if Coach is still employed by the University on that date. Ranking shall be determined based on NCAA National End of Season Ranking.
- b) If Coach qualifies for Academic Achievement Supplemental Compensation pursuant to section 3.2.2, it will be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, if Coach is still employed by the University on that date.
- c) In order to receive any of the 3.2.1 supplemental compensation, the Team's retention rate must be at least 50% for the academic year in which the supplemental pay is earned. The retention rate will be calculated anew each year and will not be cumulative.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

3.2.4. Coach agrees that the University (~~College~~) has the ~~priority~~exclusive right to operate ~~youth (Sport)~~ camps and/or clinics on its campus using University (~~College~~) facilities.

- a) If the University exercises its right to operate camps and/or clinics on campus, the University ~~The University (College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University's~~ University (College)'s camps and/or clinics in Coach's capacity as a University (~~College~~) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University's~~ University (College)'s (~~Sport~~) camps and/or clinics.— Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the ~~University's~~ University (College)'s ~~summer (Sport)~~ camps and/or clinics, the University (~~College~~) shall pay Coach (~~amount~~) per year as supplemental compensation during each year of his employment as ~~ahead (Sport)~~ coach at the University. (~~College~~). ~~This amount shall be paid (terms of payment).~~

If the University allows (~~SUMMER CAMP—OPERATED BY COACH~~) Coach to ~~may~~ operate camps and/or clinics ~~a summer youth (Sport) camp~~ at the University, ~~such (College)~~ under the following conditions:

- ~~a) The summer youth camp operation shall be according to a reflects positively on the University (College) and the Department;~~
- ~~b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. Coach shall not use University (College) personnel, equipment, or facilities without the prior written agreement which shall include conditions such as: approval of the Director;~~
- ~~c) Assistant coaches at the University (College) are given priority when Coach or the private enterprise selects coaches to participate;~~
- ~~d) i) Coach complianceCoach complies with all NCAA, (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps and/or clinics;~~
- ~~e) Coach or the private enterprise enters into a contract with University (College) and (campus concessionaire) for all campus goods and services required by the camp.~~
- ~~f) ii) PaymentCoach or private enterprise pays for use of University (College) facilities; and including the~~
- ~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as Exhibit A.~~
- ~~h) Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff \$1 million; (2) catastrophic coverage: camper and staff \$1 million maximum coverage with \$100 deductible;~~
- ~~i) To the extent permitted by law, Coach or the private enterprise shall defend and indemnify the State of Idaho, the University (College) and the Board against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~
- ~~j) iii) Provision of proof of liability insurance~~

~~All employees of the summer youth camp(s) shall be employees of Coach or the private enterprise and not the University (College) while engaged in camp activities. Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

In the event of termination of this Agreement, suspension, or reassignment, University ~~(College)~~ shall not be under any obligation to permit a ~~summer youth camp and/or clinic~~ to be held by ~~the~~ Coach after the effective date of such termination, suspension, or reassignment, and the University ~~(College)~~ shall be released from all obligations relating thereto.

3.2.5 Away Game Guarantee. In the event the University schedules an away contest with a non-conference opponent for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: any amount of the game guarantee, will be split between (a) the Department and (b) the Coach and assistant coaches at the recommendation of Coach, subject to the Director's final approval

3.3. Footwear; Apparel; Equipment. 7—Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College)~~. ~~Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the University (College).~~ Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head ~~(Sport) coach~~. In order to avoid entering into an agreement with a competitor of any University selected vendors, (Company Name), Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. ~~Coach shall also report such outside income to the University (College) in accordance with Section 4.3 of this Agreement. NCAA (or NAIA) rules.~~ Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including (Company Name), and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4.3 General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe

benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. —In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, ~~(College)~~, the Board, the conference, and the NCAA; ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the ~~University's~~ University (College)'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University ~~Coach shall cooperate fully with the University (College)~~ and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit ~~AB~~. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's Policy ~~University (College)'s (Faculty Staff) Handbook~~; (c) University (College)'s Administrative Procedures Manual; (~~cd~~) the policies of the Department; (~~de~~) NCAA ~~(or NAIA)~~ rules and regulations; and (~~ef~~) the rules and regulations of the ~~[Sport]~~ conference of which the University ~~(College)~~ is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would

~~unreasonably otherwise~~ detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, (College), would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President~~Chief Executive Officer~~, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use the University's~~the University (College)'s~~ name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).~~Chief Executive Officer.~~

4.3. Outside Income.—NCAA (or NAIA) Rules. In accordance with NCAA ~~(or NAIA)~~-rules, Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld)~~University (College)'s Chief Executive Officer~~ for all ~~athletically-related and other business-~~related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits ~~in accordance with to the University (College)'s Chief Executive Officer whenever reasonably requested, but in no event less than annually before~~ the Department's Outside Income Reporting Form, close of business on June 30th of each year or the last regular University (College) work day preceding June 30th. The report shall be in a format reasonably satisfactory to University ~~(College).~~ In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, ~~(College),~~ the Board, the conference, or the NCAA ~~(or NAIA).~~

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President~~Chief Executive Officer~~ and the Board.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. ~~Such approval shall not unreasonably be withheld.~~

4.7. Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused,

investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. “Serious misconduct” is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team’s last regular season or post-season competition. ~~Agreements requiring Coach to participate in Programs related to Coach’s duties as an employee of University (College) are the property of the University. (College).~~ The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach’s services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach’s show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the ~~University’s University (College)’s~~ designated media outlets.

4.9. Attendance at Specific Gatherings. Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The annual BAA barbecue
- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1. Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach’s duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University; ~~(College);~~
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University; ~~(College);~~ the Board, the conference or the NCAA; ~~(NAIA);~~ including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the ~~University's~~ University (College)'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the ~~University's~~ University (College)'s judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University; ~~(College);~~ the Board, the conference, or the NCAA; ~~(NAIA);~~
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University; ~~(College);~~ the Board, the conference, or the NCAA; ~~(NAIA);~~ by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University; ~~(College);~~ the Board, the conference, or the NCAA; ~~(NAIA);~~ by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the ~~University's~~ University ~~(College)~~'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This Section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which Coach was employed.

5.2. Termination of Coach for Convenience of University. ~~(College)~~

5.2.1 At any time after commencement of this Agreement, University ~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. ~~In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University ~~(College)~~ health insurance plan and group life insurance as if Coach remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation~~

the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. ~~Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University (College) after the date other employment is obtained.~~

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, ~~(College)~~, which damages are extremely difficult to determine with certainty. ~~The parties further agree that the payment of such liquidated damages by University (College) and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University (College). The liquidated damages are not, and shall not be construed to be, a penalty.~~

5.3.- Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were ~~Coach to resign or otherwise terminate employment with the University (College) before the end of the Agreement term.~~

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. ~~(College)~~. Termination shall be effective ten (10) days after notice is given to the University. ~~(College)~~.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he, Coach shall pay to the University, (College), as liquidated damages and not a penalty, for the breach of this Agreement the following sum for the associated amount of time remaining in the contract:

▪ 5 years – 4 years and 1 day:	\$100,000
▪ 4 years – 3 years and 1 day:	\$80,000
▪ 3 years – 2 years and 1 day:	\$60,000
▪ 2 years – 1 year and 1 day:	\$40,000
▪ 1 year – 1 day:	\$20,000

Buyout will remain in effect based on the number of years remaining in the contract. If contract is extended by one year due to the automatic extension clause, the buyout remains at the current limit. By way of clarification, if the contract is extended one year after the 2019-20 season due to the team reaching 18 wins, the buyout will remain at \$100,000 for the 2020-21 season, as five years remain in contract.

_____. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Liquidated damages shall not be due and payable if:

- a) Coach terminates this Agreement for convenience for family reasons, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2021, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph; or
- b) Coach terminates this Agreement for convenience in order for Coach to take a non-coaching position, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2021, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University (College) will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. -The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University (College) shall constitute adequate and reasonable compensation to University (College) for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. -This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University. (College).

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4. Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's University (College)s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and

death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the ~~University's University (College)'s~~ disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University ~~.(College).~~

5.5. Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the ~~University's University (College)'s~~ student-athletes or otherwise obstruct the ~~University's University (College)'s~~ ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~-employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the ~~University's policies University (College) (Faculty Staff) Handbook.~~

ARTICLE 6

6.1. Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the ~~President~~ Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and ~~University's University (College)'s~~ rules regarding financial exigency.

6.2. University ~~(College)~~ Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University's University (College)'s~~ direction or for the ~~University's University (College)'s~~ use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~.(College).~~ Within twenty-four (24) hours of the expiration of the term

of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. -The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. -Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University. ~~(College)~~.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University. ~~(College)~~.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Boise State University
~~(College)~~: Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to: Boise State University Chief Executive Officer

Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach:

Gordon H. Presnell
 Last known address on file with
University'sUniversity (College)'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. -Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non--Use of Names and Trademarks. Coach shall not, without the University'sUniversity (College)'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University (College) (including contraction, abbreviation or simulation), except in the course and scope of official University (College) duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. -No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University (College)

Coach

Signature: _____

Signature: _____

Curt Apsey Printed
Name: _____
Director of Athletics ~~Chief Executive Officer~~
Date: _____

Gordon H. Presnell Printed
Name: _____
Date: _____

Signature: _____

Martin E. Schimpf
Interim President
Date: _____

Approved by the Idaho State Board of Education on the ____ day of June, 2019._____,
20__.

~~[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy H.H.]~~

EMPLOYMENT AGREEMENT

This Employment Agreement (~~the “Agreement”~~) is entered into ~~this _____ day of _____, 2017 (“Effective Date”)~~ by and between Boise State University (the “University”) and Gordon H. Presnell (~~(“Coach”).~~).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach (~~the “Position”~~) of its intercollegiate women’s basketball ~~Women’s Basketball~~ team (the “Team”). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University’s Athletic Director (~~of Athletics (the “Director”)~~) or the Director’s designee. Coach shall abide by the reasonable instructions of ~~the~~ Director or the Director’s designee and shall confer with the Director or the Director’s designee on all administrative and technical matters. Coach shall also be under the general supervision of the University’s President (~~the “President”).~~

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University’s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach’s compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.2 shall cease. ~~Coach shall, to the best of Coach’s ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.~~

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years and nine (9) months ~~(seven (7) months)~~, commencing on July 1, 2019 ~~August 13, 2017~~ and terminating, without further notice to Coach, on March 31, 2024 ~~2022~~ (~~the “Term”~~) unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or 2.2—Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. ~~Any renewal is subject to the prior approval of the Idaho State University’s Board of Education (Board) Trustees.~~ This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach’s service pursuant to this Agreement count in any way toward tenure at the University.

2.3. 2.3—Automatic Extensions. The term of this Agreement will automatically be extended by one (1) additional year commencing on April 1 and concluding on March 31 for each season in which the team has at least eighteen (18) wins. For the purpose of calculation of wins,

such wins must occur during the regular season, the conference tournament, the Women's National Invitation Tournament ("WNIT"), or the National Collegiate Athletic Association ("NCAA") Tournament, to the exclusion of all other pre-season exhibition games or post-season tournaments.

ARTICLE 3

3.1. Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) ~~a)~~ A base salary ~~\$300,000~~ ~~perfor the first year;~~ ~~\$240,000 for the second year;~~ ~~\$250,000 for the third~~ and subsequent extension years pursuant to section 2.3 herein; payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the ~~University's Board of Trustees~~;
- b) The opportunity to receive such employee benefits ~~calculated on the "base salary" set forth in set forth in section 3.1.1(a)~~ as the University provides generally to non-faculty exempt employees, ~~provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University; and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and~~
- c) The opportunity to receive such employee benefits as the ~~University's Department of Athletics (the "Department")~~ provides generally to its employees of a comparable level.- Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

~~Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.~~

~~3.2~~ 3.2. Supplemental Compensation. ~~Each year Coach shall be eligible to receive~~~~may earn~~ supplemental compensation as ~~detailed below~~~~follows~~:

~~3.2.1~~ 3.2.1 Athletic Achievement Incentive Pay.

- ~~b)a)~~ The greatest of the following:
- | | |
|-------------------------------------|--------------------|
| 10 conference wins | \$2,500 |
| 11 conference wins | \$3,500 |
| 12 conference wins | \$5,000 |
| 13 conference wins | \$6,000 |
| 14 conference wins | \$69,000 |
| 15+ conference wins | \$10,000 |
| Conference Regular Season Champions | \$18\$20,000 |
- ~~b)~~ The greater of the following two:
- | | |
|---|-----------------------|
| Conference Tournament Finalist | \$5,000 or |
| b) Conference Tournament Champions | \$15 |
| | \$20,000 |
- ~~c)~~ At-large selection for the NCAA Tournament
- ~~\$105,000~~
- d) ~~—~~ NCAA Tournament ~~Appearance (per game)~~ ~~\$5,000~~
- ~~e)~~ ~~NCCA Tournament~~ Win (per game) ~~—~~ \$7,500
- ~~e)~~ ~~f)~~ WNIT ~~Win~~ ~~Appearance~~ (per game) ~~—~~
- ~~\$3,000~~
- ~~f)~~ ~~Conference Coach of the Year~~ \$3,000
- ~~g)~~ ~~18 Wins~~ ~~\$6,000~~
- ~~h)~~ ~~Conference Coach of the Year~~ ~~\$3,000~~
- ~~i)~~ National Coach of the Year ~~—~~
- ~~\$10,000~~
- ~~h)~~ ~~j)~~ Conference Player of the Year ~~\$23,000~~
- ~~i)~~ ~~k)~~ Conference Freshman of the Year ~~\$23,000~~
- ~~j)~~ ~~l)~~ Top 50 RPI (at end of season) \$6,000 ~~or~~

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in July if Coach is still employed by the University on that date.

3.2.2. ~~—~~ Top 100 RPI (at end of season) ~~—~~ \$3,000

3.2.4 Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned if annual team APR ranks nationally within women's basketball as follows:

National Rank Within Sport

975-980	=	\$5,000
981-985	=	\$7,500
986-990	=	\$10,000
991 or above	=	\$ <u>1820</u> ,000

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association (NCAA), if Coach is still employed by the University on that date.

———3.2.3. Conditions for payment of ~~Academic and Athletic~~ and Academic Achievement supplemental compensation.÷

- a) If Coach qualifies for Athletic Achievement Supplemental Compensation pursuant to section 3.2.1, University will pay Coach on the first regular pay date in July, following the year in which such supplemental compensation is calculated but only if Coach is still employed by the University on that date. Ranking shall be determined based on NCAA National End of Season Ranking.
- b) If Coach qualifies for Academic Achievement Supplemental Compensation pursuant to section 3.2.2, it will be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, if Coach is still employed by the University on that date.
- c) In order to receive any of the 3.2.1 supplemental compensation, the Team's retention rate must be at least 50% for the academic year in which the supplemental pay is earned. The retention rate will be calculated anew each year and will not be cumulative.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

~~3.2.4.3.2.4 Each year Coach may be eligible to receive supplemental compensation based on the overall development of the intercollegiate women's basketball program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the sole discretion of the President in consultation with the Director and approved by the University's Board of Trustees.~~

~~3.2.5 The Coach may receive compensation hereunder from the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including, but not limited to, a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements, which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.~~

~~3.2.6~~ Coach agrees that the University has the priority~~exclusive~~ right to operate ~~athletic camps and/or clinics~~("Camps") on its campus using University facilities.

- a) If the University exercises its right to operate camps and/or clinics on campus, the ~~The~~ University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps and/or clinics in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps and/or clinics.~~Camps.~~ Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's camps and/or clinics~~Camps~~, the University shall pay Coach supplemental compensation during each year of his employment as a coach at the University. ~~.~~
- b) If the University allows Coach to operate camps and/or clinics at the University, such operation shall be according to a written agreement which shall include conditions such as:
 - i) Coach compliance with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of camps and/or clinics;
 - ii) Payment for use of University facilities; and
 - iii) Provision of proof of liability insurance

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a camp and/or clinic to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

~~3.2.53.2.7 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of the University's designated company, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products.~~

3.2.8 Away Game Guarantee. In the event the University schedules an away contest with a non-conference opponent for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: any amount of the game guarantee, will be split between (a) the Department and (b) the Coach and assistant coaches at the recommendation of Coach, subject to the Director's final approval.

3.3. Footwear; Apparel; Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with Section 4.3 of this Agreement. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4.3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board~~University's governing board~~, the conference, ~~of which the University is a member (the "Conference")~~, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's~~University's~~ Director of ~~NCAA~~ Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit A. will be provided periodically to Coach by the University. The applicable laws, policies, rules, and regulations include: (a) State Board policies of Education Governing Policies and Procedures and Rule Manual; (b) ~~the~~ University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the [Sport] conference of which the University is a member~~Conference~~.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, the Department, ~~the Department~~, or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside

activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President (such approval not to be unreasonably withheld).

4.3. Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA~~University's governing board, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (i.e., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.~~

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team~~the Team's~~ competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld~~Such approval shall not unreasonably be withheld. Without first giving ten (10) days prior written notice to the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.~~

4.7. Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious

misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. “Serious misconduct” is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8. Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team’s last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach’s duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach’s services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach’s show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University’s designated media outlets.

4.9. Attendance at Specific Gatherings. ~~4.7 — Attendance at Specific Gatherings.~~
~~The~~ Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The annual BAA barbecue
- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach’s duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and, regulations, ~~and policies.~~

~~—~~5.1.1 In addition to the definitions contained in applicable rules and regulations, ~~and policies~~, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement: ~~:-~~

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within ~~thirty~~ (30) days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the ~~policies, rules or~~ regulations, ~~or policies,~~ of the University, the ~~Board~~University's governing board, the ~~c~~Conference or the NCAA, including; but not limited to; any such violation which may have occurred during the employment of Coach at another NCAA or ~~National Association of Intercollegiate Athletics~~ ("NAIA") member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- ~~g)~~ g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the ~~Board~~University's governing board, the ~~c~~Conference, or the NCAA;
- ~~h)~~ h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the ~~Board~~University's governing board, the ~~c~~Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- ~~i)~~ i) A violation of any applicable law or the policies, rules or regulations of the University, the ~~Board~~University's governing board, the ~~c~~Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have

known ~~by ordinary supervision~~ of the violation and could have prevented it by ~~such~~ ordinary supervision.

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or ~~the~~ Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This ~~S~~section applies to violations occurring at the University or at previous institutions at which ~~the~~ Coach was employed.

~~5.2~~ 5.2. Termination of Coach for Convenience of University.

~~5.2.1~~ 5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

~~5.2.2~~ 5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the ~~"base salary amount"~~ set forth in ~~S~~section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the ~~t~~Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. ~~In, provided, however, in~~ the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be ~~adjusted and~~ reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in ~~S~~section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue ~~with the University's~~ health insurance plan and group life insurance as if ~~Coach~~ remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall

be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of ~~the~~ employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. ~~Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment.~~ Coach further agrees to repay to University all compensation ~~received from the paid to him by~~ University after the date ~~he obtains~~ other employment, ~~to which he is obtained not entitled under this provision.~~

~~5.2.3~~ 5.2.3 The parties have both been represented by, or had the opportunity to ~~consult with, be represented by~~ legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that ~~the~~ Coach may lose certain benefits, supplemental compensation, or outside compensation relating to ~~his~~ employment with University, which damages are extremely difficult to determine with certainty. ~~The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.~~

~~5.2.4—5.3.~~ 5.3. ~~In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.~~

~~5.3~~ 5.3 Termination by Coach for Convenience.

~~5.3.1~~ 5.3.1 ~~The~~ Coach recognizes that ~~Coach's his~~ promise to work for University for the entire term of this Agreement is of the essence of this Agreement. ~~The~~ Coach also recognizes that the University is making a highly valuable investment in ~~Coach's his~~ employment by entering into this Agreement and that its investment would be lost were ~~Coach he~~ to resign or otherwise terminate ~~his~~ employment with the University before the end of the ~~Agreement term~~ contract Term.

~~5.3.2~~ 5.3.2 ~~The Coach, for his own convenience,~~ may terminate this Agreement ~~for convenience~~ during its term by giving prior written notice to the University. ~~Termination shall be effective ten (10) days after notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.~~

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum for the associated amount of time remaining in the contract:

▪ 5 years – 4 years and 1 day:	\$100,000
▪ 4 years – 3 years and 1 day:	\$80,000
▪ 3 years – 2 years and 1 day:	\$60,000
▪ 2 years – 1 year and 1 day:	\$40,000
▪ 1 year – 1 day:	\$20,000

Buyout will remain in effect based on the number of years remaining in the contract. If contract is extended by one year due to the automatic extension clause, the buyout remains at the current limit. By way of clarification, if the contract is extended one year after the 2019-20 season due to the team reaching 18 wins, the buyout will remain at \$100,000 for the 2020-21 season, as five years remain in contract.

5.3.3 : (a) if the Agreement is terminated on or before March 31, 2018, the sum of \$40,000; (b) if the Agreement is terminated between April 1, 2018 and March 31, 2019 inclusive, the sum of \$20,000; (c) if the Agreement is terminated between April 1, 2019 and March 16, 2020 inclusive, the sum of \$10,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. Liquidated damages shall not be due and payable if:

- a) Coach terminates this Agreement for convenience for family reasons, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2021, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph; or
- b) Coach terminates this Agreement for convenience in order for Coach to take a non-coaching position, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2021, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph.

~~5.3.4~~ 5.3.4 The parties have both ~~been had opportunity to be~~ represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. ~~The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.~~

~~5.3.5~~ 5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach~~he~~ shall forfeit to the extent permitted by law ~~the~~his right to receive all supplemental compensation and other payments ~~and all accumulated leave~~.

~~5.4~~ 5.4. Termination dDue to Disability or Death of Coach.

~~5.4.1~~ 5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

~~5.4.2~~ 5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that ~~the~~ Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to ~~the~~ Coach's estate or beneficiaries thereunder.

~~5.4.3~~ 5.4.3 If this Agreement is terminated because ~~the~~ Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that ~~the~~ Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach~~he~~ is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because ~~the~~ Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in ~~the State Board policy, IDAPA of Education and Board Rules (ID ADMIN. CODE 08.01.01 et seq., and the University's policies) and Governing Policies and Procedures, and University Policies.~~

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective ~~until and~~ unless approved ~~by~~ of the ~~University's Board of Trustees~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the ~~University's Board of Trustees~~, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board ~~policies of Trustees~~ and University's rules regarding financial exigency.

6.2. University Property. All personal property (excluding vehicle(s) provided through the courtesy car program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. ~~Within twenty-four (24) hours of the expiration of the t~~Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. ~~The~~ waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the ~~s~~State of Idaho, ~~as an agreement to be performed in Idaho~~. Any action based in whole or in part on this Agreement shall be brought in the courts of the state ~~of district court in Ada County, Boise,~~ Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the

reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. ~~_____ Non-Confidentiality. This Agreement~~~~The Coach hereby consents~~ and agrees that this document may be released and made available to the public after it is signed by the Coach. ~~The Coach further agrees that~~ all documents and reports ~~Coach~~he is required to produce under this Agreement may be released and made available to the public ~~by~~at the ~~University~~University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, ~~or by facsimile~~. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: _____ Director of Athletics
Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho -83725-1020

with a copy to: Boise State University
Office of the President
_____ Boise State University
1910 University Drive
Boise, Idaho -83725-1000

~~the~~Coach: _____ Gordon H. Presnell
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. ~~Actual~~ notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. ~~The~~Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of ~~his~~official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement ~~of between~~ the parties and supersedes all prior agreements and understandings with respect to the same subject matter. ~~No~~ amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by ~~the University's~~ Board ~~of Trustees,~~ if required under ~~Section II.H. of~~ Board Policy II.H.

6.16. Opportunity to Consult with Attorney. ~~The~~ Coach acknowledges that ~~Coach~~ has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Signature: _____

Curt Apsey
Director of Athletics

Date: _____

Coach

Signature: _____

Gordon H. Presnell

Date: _____

Signature: _____

Martin E. Schimpf
Interim President

Date: _____

~~IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.~~

~~UNIVERSITY _____ COACH _____~~

~~_____
Curt Apsey, Director of Athletics~~

~~_____
Gordon H. Presnell~~

~~_____
Dr. Robert Kustra, President~~

Approved by the Idaho State Board of Education on the _____ day of June, 2019.

~~_____, 201____.~~

Coach Gordy Presnell Maximum Compensation Calculation - 2019-2024

		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
3.1.1a	Annual Base Salary	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00
3.2.1	Additional Pay based on Performance	\$ 108,500.00	\$ 108,500.00	\$ 108,500.00	\$ 108,500.00	\$ 108,500.00
3.2.2	Additional Pay based on Academic Achievement	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
	Total Maximum potential annual compensation under Employment Agreement	\$ 426,500.00	\$ 426,500.00	\$ 426,500.00	\$ 426,500.00	\$ 426,500.00
3.2.8	Away Game Guarantee	Indeterminant	Indeterminant	Indeterminant	Indeterminant	Indeterminant

GORDY CURRENT CONTRACT

a) The greatest of the following:	
10 conference wins	\$2,500
11 conference wins	\$3,500
12 conference wins	\$5,000
13 conference wins	\$6,000
14 conference wins	\$9,000
15+ conference wins	\$10,000
Regular Season Conference Champions	\$20,000
b) The greater of the following two:	
Conference Tournament Finalist	\$5,000
Conference Tournament Champions	\$20,000
c) At-large selection to the NCAA Tournament	\$5,000
d) NCAA Tournament Appearance (per game)	\$35,000
e) NCAA Tournament win (per game)	\$52,500
f) WNIT Appearance (per game)	\$3,000
g) 18 Wins	\$6,000
h) Conference Coach of the Year	\$3,000
i) National Coach of the Year	\$10,000
j) Conference Player of the Year	\$3,000
k) Conference Freshman of the Year	\$3,000
l) Top 50 RPI (at end of season)	\$6,000
Top 100 RPI (at end of season)	\$3,000

Max Total Athletic Payout \$158,500**CURRENT APR**

975-980	\$5,000
981-985	\$7,500
986-900	\$10,000
991 or above	\$20,000

GORDY PROPOSED CONTRACT

a) The greatest of the following:	
12-14 conference wins	\$6,000
15+ conference wins	\$10,000
Regular Season Conference Champions	\$18,000
b) Conference Tournament Champions	\$15,000
c) At-large selection to the NCAA Tournament	\$10,000
d) NCAA Tournament win (per game)	\$52,500
e) WNIT Appearance (per game)	\$3,000
g) Conference Coach of the Year	\$3,000
h) National Coach of the Year	\$10,000
i) Conference Player of the Year	\$2,000
j) Conference Freshman of the Year	\$2,000
k) Top 50 RPI (at end of season)	\$6,000

Max Total Athletic Payout \$108,500**Can only receive if the team is not the Conference Tournament Champion (automatic bid)***Calculated on 7 games (includes play in game)***Can only play in WNIT if not in NCAA***PROPOSED APR**

975-980	\$5,000
981-985	\$7,500
986-900	\$10,000
991 or above	\$18,000

BOISE STATE UNIVERSITY

Women's Basketball APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2013-14	2014-15	2015-16	2016-17
Women's Basketball	966	983	1000	1000
<i>National % Rank by Sport</i>	<i>20-30</i>	<i>70-80</i>	<i>90-100</i>	<i>90-100</i>

REPORT YEAR

Raw Score for Single Year

*Percentile Rank for Sport***MULTI-YEAR APR (4-Year Rolling Average)**

Women's Basketball	974	970	969	987
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2016-17 data released by NCAA in May 2018

**Salary and Incentive Comparisons
Head Women's Basketball Coaches in Mountain West Conference**

ATTACHMENT 7

Coach	School	Base Salary	Incentives												
Chris Gobrecht	Air Force	NA	NA												
Gordon Presnell	Boise State	\$ 300,000	<div>3.2.1 Athletic Achievement Incentive Pay.<div><div>a) The greatest of the following:<div><div>12-14 conference wins</div><div>\$6,000</div></div><div><div>15+ conference wins</div><div>\$10,000</div></div><div><div>Conference Regular Season Champions</div><div>\$18,000</div></div></div></div><div><div>b) Conference Tournament Champions</div><div>\$15,000</div></div><div><div>c) At-large selection for the NCAA Tournament</div><div>\$10,000</div></div><div><div>d) NCAA Tournament Win (per game)</div><div>\$7,500</div></div><div><div>e) WNIT Win (per game)</div><div>\$3,000</div></div><div><div>f) Conference Coach of the Year</div><div>\$3,000</div></div><div><div>g) National Coach of the Year</div><div>\$10,000</div></div><div><div>h) Conference Player of the Year</div><div>\$2,000</div></div><div><div>i) Conference Freshman of the Year</div><div>\$2,000</div></div><div><div>j) Top 50 RPI (at end of season)</div><div>\$6,000</div></div></div> <div>Academic Incentive Pay may be earned if annual team APR ranks nationally within women’s basketball as follows:<div><div><div>National Rank Within Sport</div><div><div>975-980</div><div>=</div><div>\$5,000</div></div><div><div>981-985</div><div>=</div><div>\$7,500</div></div><div><div>986-990</div><div>=</div><div>\$10,000</div></div><div><div>991 or above</div><div>=</div><div>\$18,000</div></div></div></div></div>												
Ryun Williams	Colorado State	\$ 249,384	<div>Courtesy car, country club membership,<div><table><thead><tr><th>Achievement</th><th>Additional Compensation</th></tr></thead><tbody><tr><td>Win either the Mountain West Conference regular season championship or the Mountain West Conference Tournament championship (Note: If Williams wins both the regular season and tournament championship in the same season, a maximum of \$25,000 will be paid for this achievement.)</td><td>Additional \$25,000</td></tr><tr><td>Qualify for the NCAA Championship Tournament</td><td>Additional \$30,000</td></tr><tr><td>Advance to the Sweet 16 of the NCAA Championship Tournament</td><td>Additional \$30,000</td></tr><tr><td>Advance to the Final 4 of the NCAA Championship Tournament</td><td>Additional \$30,000</td></tr><tr><td>Win the NCAA National Championship Tournament</td><td>Additional \$50,000</td></tr></tbody></table></div></div>	Achievement	Additional Compensation	Win either the Mountain West Conference regular season championship or the Mountain West Conference Tournament championship (Note: If Williams wins both the regular season and tournament championship in the same season, a maximum of \$25,000 will be paid for this achievement.)	Additional \$25,000	Qualify for the NCAA Championship Tournament	Additional \$30,000	Advance to the Sweet 16 of the NCAA Championship Tournament	Additional \$30,000	Advance to the Final 4 of the NCAA Championship Tournament	Additional \$30,000	Win the NCAA National Championship Tournament	Additional \$50,000
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Win the NCAA National Championship Tournament	Additional \$50,000														
Jaime White	Fresno State	\$ 260,004	<div><div>1) Achievement of Annual NCAA APR<div><div>a. Above 935 provides \$5,000</div><div>b. Above 940 provides \$7,500</div><div>c. Above 950 provides \$10,000</div></div><div>Only one may be awarded.</div></div><div>2) Annual Team GPA (Fall/Spring Semesters)<div><div>a. 2.8 to 2.899 provides \$5,000</div><div>b. 2.9 to 2.999 provides \$10,000</div><div>c. 3.0 to 3.099 provides \$15,000</div><div>d. 3.1 and above provides \$20,000</div></div><div>Only one may be awarded.</div></div><div>3) Annual Federal Graduation Rate<div><div>a. At or above 57% provides \$5,000</div><div>b. At or above 58% provides \$7,500</div><div>c. At or above 59% provides \$10,000</div><div>d. At or above 60% provides \$12,500</div><div>e. At or above 61% provides \$15,000</div><div>f. At or above 62% provides \$17,500</div></div><div>All requirements subject to review and approval.</div></div><div>4) Achievement of Regular-Season Winning Percentage<div>Any award of this bonus excludes any exhibition and/or non-NCAA Division 1 games.</div><div><div>a. At or above 64% provides \$5,000</div></div></div></div>												

**Salary and Incentive Comparisons
Head Women's Basketball Coaches in Mountain West Conference**

ATTACHMENT 7

			<p>b. At or above 68% provides \$7,500 c. At or above 71% provides \$10,000 d. At or above 75% provides \$12,500 e. At or above 78% provides \$15,000 f. At or above 82% provides \$17,500 g. At or above 85% provides \$20,000 h. At or above 89% provides \$22,500 i. At or above 92% provides \$25,000 j. At or above 96% provides \$27,500 k. At 100% provides \$30,000 <i>Only one may be awarded. Assumes affiliation with the Mountain West Athletic Conference. Any change in conference affiliation or in conference membership may require adjustment to reflect the appropriate level of membership.</i></p> <p>5) Mountain West Conference Achievement a. Regular-season co-champion provides \$10,000 b. Regular-season champion provides \$15,000 <i>Only one may be awarded. Assumes affiliation with the Mountain West Athletic Conference. Any change in conference affiliation or conference membership may require adjustment to reflect the appropriate level of competition.</i></p> <p>6) Participation and Advancement in NCAA Tournament a. Participation in First Round provides \$15,000 b. Participation in Second Round provides \$20,000 c. Advancement to "Sweet Sixteen" provides \$25,000 d. Advancement to "Elite Eight" provides \$30,000 e. Advancement to "Final Four" provides \$40,000 f. Advancement to National Championship provides \$50,000 g. National Championship provides \$75,000 <i>Only one may be awarded.</i></p> <p>7) Post-season WNIT Participation a. Participation provides \$3,000 b. Advancement to "Final Four" provides \$40,000 c. Advancement to National Championship provides \$50,000 d. National Championship provides \$75,000 <i>Only one may be awarded.</i></p> <p>7) Post-season WNIT Participation a. Participation provides \$3,000 b. Advancement to "Final Four" provides \$7,500 <i>Only one may be awarded.</i></p> <p>8) Final National Rankings a. Top 25 provides \$5,000 b. Top 10 provides \$10,000 <i>USA Today's Coaches' Poll. Only one may be awarded.</i></p> <p>9) Individual Honors a. Affiliated Conference Coach of the Year provides \$5,000 b. WBCA Regional Coach of the Year Award provides \$10,000 c. WBCA National Coach of the Year Award provides \$20,000 <i>Only one WBCA Coach of the Year bonus may be awarded.</i></p>
Mike Bradbury	New Mexico	\$ 250,000	<p>1. Winning MWC regular season \$ 5,000.00 2. MWC Coach of the Year \$ 5,000.00 3. Winning MWC tournament \$10,000.00 4. NCAA post-season, if not MWC Tournament champion \$ 5,000.00 5. Winning each additional game in the NCAA tournament \$ 5,000.00 per 6. For participating in the Women's National Invitation Tournament (WNIT) \$ 3,000.00 7. If annual gross ticket revenue exceeds: \$400,000 \$10,000.00* \$500,000 \$25,000.00 \$700,000** \$50,000.00 *Ticket revenue bonuses are not cumulative. **If the University reaches 700,000 in two successive years, the University reserves the right to adjust the bonus.</p>
Amanda Levens	Nevada	\$ 210,000	<p>Athletic Performance: a. For a Conference Regular Season Top 3 (including ties) Finish: \$5,000.00. b. For winning or tying the Conference Regular Season Championship: \$10,000.00. c. For winning the Conference Tournament Championship: \$10,000.00. d. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: \$5,000.00. e. In the NCAA Tournament: i. For the team advancing in each round before the Final Four: \$ 5,000 . ii. For the team playing in the Final Four: \$25,000.00. iii. For the team winning the NCAA Championship: \$50,000.00. f. In the WNIT Post Season Tournament: i. For the team playing in the tournament: \$2,500.00. ii. For the team playing in the Final Four: \$10,000.00. iii. For the team winning the WNIT Championship: \$10,000.00. g. Not more than \$5,000, as determined by the Athletic Director with the approval of the President for participation in other post season tournaments.</p>
Stacie Terry	San Diego State	\$ 227,724	NA

**Salary and Incentive Comparisons
Head Women's Basketball Coaches in Mountain West Conference**

ATTACHMENT 7

Jamie Craighead	San Jose State	\$ 206,916	<p>b) Employee will receive \$500 per month as a vehicle allowance.</p> <p>a) Conference Championship - Regular season - \$15,000 - Conference tournament - \$15,000</p> <p>b) NCAA at-large bid - \$15,000 Every win in post-season game of NCAA tournament - \$5,000</p> <p>c) WNIT post season bid - \$5,000 WNIT championship - \$10,000</p> <p>d) Conference coach-of-the-year - \$10,000</p> <p>e) If the team's most recent single year APR score is 970 or higher - \$5,000 The APR number will be set annually by October 1st during the remaining years of the contract.</p> <p>f) If the team wins 15 regular season games or more - \$7,500 (does not include the Mountain West Conference Tournament).</p> <p>g) If the team has a winning regular season, more wins than losses, the term of this agreement will be extended one year.</p> <p>Athletic Performance:</p> <p>a. For winning or tying the Conference Regular Season Championship: \$5,000.</p> <p>b. For winning the Conference Tournament Championship: \$5,000.</p> <p>c. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: \$2,500.</p> <p>d. In the NCAA Tournament:</p> <p>i. For the team advancing in each round: \$5,000.</p> <p>ii. For the team playing in the Final Four: \$10,000.</p> <p>iii. For the team winning the NCAA Championship: \$25,000.</p> <p>e. In the NIT Post Season Tournament:</p> <p>i. For the team advancing in each round: \$2,500.</p> <p>ii. For the team playing in the Final Four: \$5,000.</p> <p>iii. For the team winning the NIT Championship: \$10,000.</p> <p>iii. For APR multi-year score of 960 or higher: \$2,500.</p> <p>f. For winning 22 games or more; or for an end of the year team RPI of 50 or better: \$2,500.</p>										
Kathy Oliver	UNLV	\$ 190,000											
Jerry Finkbeiner	Utah State	\$ 195,000	<p>a. The equivalent of one month of salary for any post season play (NCAA or NIT) and/or conference tournament championship (payment for one event only-not cumulative),</p> <p>b. \$6,000 for reaching each of the final three rounds of the NCAA Championship Tournament starting with the final16, final 8, and final 4. (The intent of this provision is cumulative so that if Coach reaches the Final4, he will be entitled to \$18,000.)</p> <p>b. \$3,000 for reaching the final 4 of the National Invitational Tournament</p> <p>c. \$3,000 for maintaining an annualized APR score 961 or above.</p> <p>d. \$5,000 for conference Coach of the Year honors.</p> <p>f. \$5,000 for conference regular season championship.</p> <p>g. \$3,000 bonus for winning 18 regular season games</p>										
Joe Legerski	Wyoming	\$ 200,004	<p>h. <u>Housing Allowance:</u></p> <table><tr><td>2017-2018</td><td>\$2,500</td></tr><tr><td>2018-2019</td><td>\$2,500</td></tr><tr><td>2019-2020</td><td>\$2,500</td></tr><tr><td>2020-2021</td><td>\$2,500</td></tr><tr><td>2021-2022</td><td>\$2,500</td></tr></table>	2017-2018	\$2,500	2018-2019	\$2,500	2019-2020	\$2,500	2020-2021	\$2,500	2021-2022	\$2,500
2017-2018	\$2,500												
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2019-2020	\$2,500												
2020-2021	\$2,500												
2021-2022	\$2,500												

Liquidated Damages
Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 8

Coach	School	Length of Contract	Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Chris Gobrecht	Air Force	NA	NA	NA	NA	NA
Gordon Presnell	Boise State	4/1/18 - 3/31/23	\$ 300,000	Yes	Sliding Scale	
Ryun Williams	Colorado State	7/1/16 - 6/30/22	\$ 249,384	Yes	Tied to base salary and number of years remaining on contract	<p>(i) If such termination occurs on or before July 1, 2019, the Liquidated Damages shall be the greater of: (1) \$1,075,000 or (2) an amount equal to Williams' total remaining Base Salary (as set forth in Section 4.a herein and as of the date of termination) for all years and months remaining from the termination date until the Contract Ending Date (as defined in section 1 herein); or</p> <p>(ii) \$250,000 if such termination occurs after July 1, 2019.</p>
Jaime White	Fresno State	7/1/17 - 6/30/21	\$ 260,004	Yes	Sliding Scale	<p>(a) Should Employee resign as Fresno State's Head Women's Basketball Coach on or after the date Fresno State concludes its 2016-17 women's basketball season, she shall pay the University a fee of \$400,000.</p> <p>(b) Should Employee resign as Fresno State's Head Women's Basketball Coach on or after the date Fresno State concludes its 2017-18 women's basketball season, she shall pay the University a fee of \$200,000.</p> <p>(c) Should Employee resign as Fresno State's Head Women's Basketball Coach on or after the date Fresno State concludes its 2018-19 women's basketball season, she shall pay the Athletic Corporation a fee of \$100,000.</p>

Liquidated Damages
Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 8

Mike Bradbury	New Mexico	5/1/17 - 4/30/21	\$ 250,000	Yes	Sliding Scale	(the "Liquidated Damages") and not as penalty, a sum of Five Hundred Thousand Dollars (\$500,000.00) in the event that Coach Bradbury terminates this Agreement before the completion of Contract Employment Year 1 (April 2016 – April 2017), Four Hundred and Seven Thousand Dollars (\$407,000.00) before the completion of Contract Employment Year 2 (May 2017 - April 2018), Three Hundred and Five Thousand Dollars (\$305,000.00) before the completion of Contract Employment Year 3 (May 2018 – April 2019), One Hundred Thousand Dollars (\$100,000.00) before the completion of Contract Employment Year 4 (May 2019 – May 2020), and no Liquidated Damages in the event that Coach Bradbury terminates this Agreement in the final (Year 5) Contract Employment Year. Pursuant to this paragraph, any Liquidated Damages sum shall be paid in full to
Amanda Levins	Nevada	7/1/17 - 4/15/20	\$ 210,000	Yes	Tied to Current Base Salary	<p>6.2.a.2. Liquidated Damages</p> <p>If the Employee terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination, and the Employee or Employee's designee shall pay to the University, as liquidated damages and not a penalty, the following sums calculated as of the effective date of termination:</p> <p>Employee shall pay to the University an amount equal to Employee's then current Contract Year Base Salary as defined in Article 5.1 of this Agreement for the period remaining in the Term (partial months shall be prorated).</p>
Stacie Terry	San Diego State	10/10/16 - 4/30/20	\$ 227,724	Yes	Sliding Scale	<p>3. Section 7.04 of the Appointment Letter is amended to indicate that Coach shall have the following buyout obligations payable to the University upon separation:</p> <ol style="list-style-type: none"> 1. Before completion of year one: \$225,000 2. Before completion of year two: \$125,000 3. Before completion of year three: \$75,000 4. Before completion of year four: \$0
Jamie Craighead	San Jose State	7/1/16 - 4/30/21	\$ 206,916	No	NA	NA
Kathy Oliver	UNLV	4/24/17 - 6/30/21	\$ 190,000	Yes	Sliding Scale	<ol style="list-style-type: none"> a. If the Employee terminates this Agreement for convenience between the Effective Date and the 2 year anniversary of the Effective Date, an amount equal to two times the amount of Employee's Base Salary as defined in Article 5.1; b. If the Employee terminates this Agreement for convenience between the 2 year anniversary of the Effective Date and the 3 year anniversary of the Effective Date, an amount equal to one and one-half times the amount of Employee's Base Salary as defined in Article 5.1; and c. If the Employee terminates this Agreement for convenience after the 3 year anniversary of the Effective Date, an amount equal to the entire remaining Base Salary due to Employee as set forth in Article 5.1 (partial months prorated).
Jerry Finkbeiner	Utah State	6/1/17 - 5/31/20	\$ 195,000	Yes	Sliding Scale	<p>Should Coach elect to terminate his employment to accept another Division 1 head coaching position prior to April 15, 2018, Coach agrees to pay USU liquidated damages in the amount of \$150,000. Should Coach elect to terminate his employment to accept another Division 1 head coaching position after April 15, 2018 and prior to April 15, 2019, Coach will pay USU liquidated damages in the amount of \$75,000.</p> <p>If Coach elects to terminate his employment after April 15, 2019, Coach will not be required to pay any liquidated damages. Additionally, if Coach terminates for any reason other than stated in this paragraph 16, no payment of liquidated damages will be required.</p>

Liquidated Damages
Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 8

Joe Legerski	Wyoming	7/1/17 - 4/30/22	\$ 200,004	NA	NA	NA
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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

IDAHO STATE UNIVERSITY

SUBJECT

Multi-year contract for new Head Men's Basketball Coach, Ryan Looney

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN

Single and multi-year coach contracts are a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Idaho State University (ISU) has hired a new Head Men's Basketball Coach and requests permission to extend a 5-year fixed term contract.

IMPACT

The annual base salary is \$115,000. Coach Looney will also be eligible to receive an increase in compensation each fiscal year in accordance with increases as determined by the Athletic Director and University President, and approved by the Board of Trustees.

In addition, Coach Looney has the opportunity to earn the following as supplemental compensation:

- Two weeks' pay of annual salary each year the Team is the regular-season conference champion or co-champion (see Section 3.2.1)
- Two weeks' pay of annual salary each year the Coach is named Big Sky Conference Coach of the Year (see Section 3.2.2)
- Two weeks' pay of annual salary each year the Team wins the Big Sky Conference tournament or obtains an NCAA Men's Basketball Tournament berth (see Section 3.2.3)
- Up to \$5,000 based on academic achievement and behavior of Team members (see Section 3.2.4)

<u>Team APR Ranking</u>	<u>Incentive Pay</u>
970-979	\$ 2,000.00
980-989	\$ 2,500.00
990-999	\$ 3,000.00
1,000	\$ 5,000.00

- \$6,000 for winning twenty (20) or more regular season Men's Basketball games (see Section 3.2.5)
- Up to \$92,000 for advancing in the NCAA Men's Basketball Tournament (see Section 3.2.6)

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

Round 1	64 Teams	1 st win	\$ 5,000
Round 2	32 Teams	2 nd win	\$10,000
Round 3	16 Teams	3 rd win	\$12,000
Round 4	8 Teams	4 th win	\$15,000
Round 5	4 Teams	5 th win	\$20,000
Round 6	2 Teams	6 th win	\$30,000

- Up to \$20,000 for advancing in the NIT Men's Basketball Post-Season Tournament (see Section 3.2.7)

Round 1	32 Teams	1 st win	\$2,000
Round 2	16 Teams	2 nd win	\$3,000
Round 3	8 Teams	3 rd win	\$4,000
Round 4	4 Teams	4 th win	\$5,000
Round 5	2 Teams	5 th win	\$6,000

- \$15,000 for participation in media programs and public appearances (see Section 3.2.8)

The maximum potential annual compensation is \$245,000.00, excluding revenue from youth summer camps.

If Coach Looney terminates the contract for convenience, Coach shall pay to ISU, as liquidated damages and not a penalty, the following sum: \$100,000.00 if termination occurs within one year of the contract commencement date, \$75,000.00 if termination occurs within two years of the contract commencement date, \$50,000.00 if termination occurs within three years of the contract commencement date, and \$25,000.00 anytime thereafter prior to the expiration date. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. (see Section 5.3.3)

Coach Looney is also eligible for the Courtesy Car program, whereby local dealers provide courtesy vehicles for use by various coaches. The Idaho Department of Administration Risk Management Program insures the courtesy vehicles for business use, and the coach is required to provide personal, non-owned car coverage pursuant to Board policy II.F.2.b.vi.

ATTACHMENTS

- Attachment 1 – Clean Version – Ryan Looney Multi-Year Contract
- Attachment 2 – Redline Version – Ryan Looney Multi-Year Contract
- Attachment 3 – Compensation Comparison
- Attachment 4 – Liquidated Damages
- Attachment 5 – 4-year History of APR/national average APR
- Attachment 6 – ISU Men's Basketball Coaching Staff

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

STAFF COMMENTS AND RECOMMENDATIONS

The proposed coach employment agreement requires Board approval under Board Policy II.H. because the term of the contract is longer than three years. The maximum potential annual compensation for the contract (base compensation plus bonuses) is \$245,000. Compared to other Big Sky conference coaches, the base salary for Ryan Looney is lowest in the conference.

Liquidated damages are included in the contract at \$100,000 for the first year of the contract. Compared to other Big Sky conference coaches, this amount is on the higher end of liquidated damages.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to extend the multi-year employment contract with Ryan Looney as Men's Basketball Coach as described in Attachment 1, for a fixed-term effective July 1, 2019 and expiring May 5, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO STATE UNIVERSITY MEN'S BASKETBALL HEAD COACH MULTI-YEAR
CONTRACT**

(Template adopted by Idaho State Board of Education, _____, 2018)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and RYAN LOONEY(Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate Men's Basketball Team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.10 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of (5) years, commencing on July 1, 2019 and terminating, without further notice to Coach, on May 5th, 2024 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$115,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's's head men's basketball coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to two weeks (2/52) of Coach's Annual Salary during the fiscal year in which the championship or eligibility are achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Coach is named as the Big Sky Conference Coach of the Year, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to two weeks (2/52) of Coach's Annual Salary in effect on the date that Coach is named Big Sky Conference Coach of the Year. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year the Team either wins the Big Sky Conference Tournament or obtains an NCAA Men's Basketball Tournament berth, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to two weeks (2/52) of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$5,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

Team APR:	Incentive Pay Up To:
970-979	\$2,000
980-989	\$2,500
990-999	\$3,000
1,000	\$5,000

3.2.5 Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$6,000.00 for winning twenty (20) or more regular season men's basketball games, provided that Coach continues to be employed as University's men's basketball coach as of the ensuing May 1st.

3.2.6 Each year the Team advances in the NCAA Men's Basketball Tournament, and if Coach continues to be employed as University's head men's

basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the following:

Round 1	64 Teams	1 st win	\$ 5,000
Round 2	32 Teams	2 nd win	\$10,000
Round 3	16 Teams	3 rd win	\$12,000
Round 4	8 Teams	4 th win	\$15,000
Round 5	4 Teams	5 th win	\$20,000
Round 6	2 Teams	6 th win	\$30,000

Possible total national championship winner computation bonus is \$92,000.00. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

3.2.7 Each year the Team advances in the NIT Men's Basketball Post-Season Tournament, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the following:

Round 1	32 Teams	1 st win	\$2,000
Round 2	16 Teams	2 nd win	\$3,000
Round 3	8 Teams	3 rd win	\$4,000
Round 4	4 Teams	4 th win	\$5,000
Round 5	2 Teams	5 th win	\$6,000

Possible bonus compensation total for winning NIT Mens's Basketball Post-Season Tournament \$20,000.00. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

3.2.8 Coach shall receive the sum of \$15,000.00 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

3.2.9 **(SUMMER CAMP—OPERATED BY COACH)** Coach may operate a summer youth boys basketball camp at the University (College) under the following conditions:

- a) The summer youth camp operation reflects positively on the University (College) and the Department;

- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. Coach shall not use University personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University are given priority when Coach or the private enterprise selects coaches to participate;
- d) Coach complies with all NCAA, Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) Coach or the private enterprise enters into a contract with University and Chartwell's for all campus goods and services required by the camp.
- f) Coach or private enterprise pays for use of University facilities.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as Exhibit A.
- h) Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;
- i) To the extent permitted by law, Coach or the private enterprise shall defend and indemnify the State of Idaho, the University and the Board against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)
- j) All employees of the summer youth camp(s) shall be employees of Coach or the private enterprise and not the University while engaged in camp activities. Coach and all other University employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.

3.2.10 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head men's basketball coach. In order to avoid entering into an agreement with a competitor of Adidas, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Adidas, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit B. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's Policies and Procedures; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Big Sky conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the

acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA .

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University . The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University ;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA , by one of Coach's assistant coaches, any

other employees for whom Coach is administratively responsible, or a member of the Team; or

- i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA , by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University , for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid

Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University_ for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: \$100,000.00 if termination occurs within one year of the contract commencement date, \$75,000.00 if termination occurs within two years of the contract commencement date, \$50,000.00 if termination occurs within three years of the contract commencement date, and \$25,000.00 anytime thereafter prior to the expiration date. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary

and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Policies and Procedures.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Courtesy Car), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the <u>University (College)</u> :	Director of Athletics 921 So. 8 th Ave. Stop 8173 Pocatello, ID 83209	with a copy to: Chief
Executive Officer	921 So. 8 th Ave. Stop 8310 Pocatello, ID 83209	

Coach: Ryan Looney
 Last known address on file with
 University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Signature: _____
 Printed Name: _____
 Chief Executive Officer
 Date: _____

Coach Ryan Looney

Signature: _____
 Printed Name: _____
 Date: _____

Approved by the Idaho State Board of Education on the ____ day of _____,
20__.

[*Note: Multiyear employment agreements requiring Board approval are defined Board
Policy II.H.]

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~ IDAHO STATE UNIVERSITY MEN'S BASKETBALL HEAD COACH MULTI-YEAR CONTRACT
~~(template-Template)~~ adopted by Idaho State Board of Education, _____, 2018)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between _____ ~~(University (College))~~ IDAHO STATE UNIVERSITY (University), and _____ RYAN LOONEY (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~ Men's Basketball tTeam (Team) ~~(or Director of Athletics)~~. Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's ~~(College)'s~~ Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's (College)'s Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's ~~(College)'s~~ athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University ~~(College)~~ shall have the right, at any time, to reassign Coach to duties at the University ~~(College)~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.10 (depending on supplemental pay provisions used) shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~(5)~~ years, commencing on April 29th July 1, 2019 and terminating, without further notice to Coach, on May 5th, 2024 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in

writing and signed by the parties. Any renewal is subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University ~~(College)~~.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$115,000 per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements- (except that in accordance with Board Policy II.H.6.b.ii, University ~~(College)~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and
- c) The opportunity to receive such employee benefits as the University's ~~(College)~~'s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion ~~and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-~~

~~season tournament or post-season playoffs~~), and if Coach continues to be employed as University's ~~(College)~~'s head ~~(Sport)~~men's basketball coach as of the ensuing ~~July-May~~ 1st, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to ~~(amount or computation)two weeks (2/52)~~ of Coach's Annual Salary during the fiscal year in which the championship ~~and or(bowl or other post-season)~~ eligibility are achieved. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the ~~Team is ranked in the top 25 in the (national rankings of sport's division)~~Coach is named as the Big Sky Conference Coach of the Year, and if Coach continues to be employed as University ~~(College)~~'s head ~~men's basketball(Sport)~~ coach as of the ensuing ~~July-May~~ 1st, the University ~~(College)~~ shall pay Coach supplemental compensation in an amount equal to ~~(amount or computation)two weeks (2/52)~~ of Coach's Annual Salary in effect on the date ~~of the final poll~~that Coach is named ~~Big Sky Conference Coach of the Year~~. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year the Team either wins the Big Sky Conference Tournament or obtains an NCAA Men's Basketball Tournament berth, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to two weeks (2/52) of Coach's Annual Salary during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.~~34~~ Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~(amount or computation)\$5,000~~ based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University ~~(College)~~ as academically at-risk students; the conduct of Team members on the University ~~(College)~~ campus, at authorized University ~~(College)~~ activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

<u>Team APR:</u>	<u>Incentive Pay Up To:</u>
<u>970-979</u>	<u>\$2,000</u>
<u>980-989</u>	<u>\$2,500</u>
<u>990-999</u>	<u>\$3,000</u>
<u>1,000</u>	<u>\$5,000</u>

3.2.45.5 Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~(amount or computation)~~ \$6,000.00 based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief Executive Officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director for winning twenty (20) or more regular season men's basketball games, provided that Coach continues to be employed as University's men's basketball coach as of the ensuing May 1st.

3.2.56 Each year the Team advances in the NCAA Men's Basketball Tournament, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the following:

Round 1	64 Teams	1 st win	\$ 5,000
Round 2	32 Teams	2 nd win	\$10,000
Round 3	16 Teams	3 rd win	\$12,000
Round 4	8 Teams	4 th win	\$15,000
Round 5	4 Teams	5 th win	\$20,000
Round 6	2 Teams	6 th win	\$30,000

Possible total national championship winner computation bonus is \$92,000.00. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

3.2.7 Each year the Team advances in the NIT Men's Basketball Post-Season Tournament, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing May 1st, the University shall pay Coach supplemental compensation in an amount equal to the following:

Round 1	32 Teams	1 st win	\$2,000
Round 2	16 Teams	2 nd win	\$3,000
Round 3	8 Teams	3 rd win	\$4,000
Round 4	4 Teams	4 th win	\$5,000
Round 5	2 Teams	5 th win	\$6,000

Possible bonus compensation total for winning NIT Mens's Basketball Post-Season Tournament \$20,000.00. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

3.2.8 Coach shall receive the sum of ~~(amount or computation)~~ \$15,000.00 from the University ~~(College)~~ or the University ~~(College)~~'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. ~~This sum shall be paid (terms or conditions of payment). The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.~~

~~3.2.6 (SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))~~
Coach agrees that the ~~University (College)~~ has the exclusive right to operate youth ~~(Sport)~~ camps on its campus using ~~University (College)~~ facilities. The ~~University (College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University (College)~~'s camps in Coach's capacity as a ~~University (College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University (College)~~'s ~~(Sport)~~ camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the ~~University (College)~~'s summer ~~(Sport)~~ camps, the ~~University (College)~~ shall pay Coach ~~(amount)~~ per year as supplemental compensation during each year of employment as head ~~(Sport)~~ coach at the ~~University (College)~~. This amount shall be paid ~~(terms of payment)~~.

3.2.9 (SUMMER CAMP—OPERATED BY COACH) Coach may operate a summer youth boys basketball~~(Sport)~~ camp at the University (College) under the following conditions:

- a) The summer youth camp operation reflects positively on the University (College) and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. Coach shall not use University ~~(College)~~ personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University ~~(College)~~ are given priority when Coach or the private enterprise selects coaches to participate;
- d) Coach complies with all NCAA ~~(NAIA)~~, Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) Coach or the private enterprise enters into a contract with University ~~(College)~~ and ~~(campus-concessionaire)~~ Chartwell's for all campus goods and services required by the camp.

- f) Coach or private enterprise pays for use of University ~~(College)~~ facilities ~~including the _____~~.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as Exhibit A.
- h) Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;
- i) To the extent permitted by law, Coach or the private enterprise shall defend and indemnify the State of Idaho, the University ~~(College)~~ and the Board against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)
- j) All employees of the summer youth camp(s) shall be employees of Coach or the private enterprise and not the University ~~(College)~~ while engaged in camp activities. Coach and all other University ~~(College)~~ employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.

3.2.710 Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College)~~. Coach recognizes that the

University-~~(College)~~ is negotiating or has entered into an agreement with ~~(Company Name)~~Adidas to supply the University-~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University-~~(College)~~'s reasonable request, Coach will consult with appropriate parties concerning an ~~—(Company Name)Adidas~~ product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~—(Company Name)Adidas,~~ or give a lecture at an event sponsored in whole or in part by ~~(Company Name)Adidas,~~ or make other educationally related appearances as may be reasonably requested by the University-~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head ~~(Sport)men's basketball~~ coach. In order to avoid entering into an agreement with a competitor of ~~(Company Name)Adidas,~~ Coach shall submit all outside consulting agreements to the University-~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University-~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~(Company Name)Adidas,~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University-~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University-~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University-~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University-~~(College)~~, the Board, the conference, and

the NCAA ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University ~~(College)~~'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. The names or titles of employees whom Coach supervises are attached as Exhibit B. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University ~~(College)~~'s ~~(Faculty Staff) Handbook~~ Policies and Procedures; (c) University ~~(College)~~'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport)~~ Big Sky conference of which the University ~~(College)~~ is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University ~~(College)~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University ~~(College)~~'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief Executive Officer.

4.3 NCAA ~~(or NAIA)~~ Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University ~~(College)~~'s Chief Executive Officer for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits to the University ~~(College)~~'s Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to University ~~(College)~~. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the

Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University ~~(College)~~ are the property of the University ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University ~~(College)~~'s designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this

Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University ~~(College)~~;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference or the NCAA ~~(NAIA)~~, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University ~~(College)~~'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University ~~(College)~~'s judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA ~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the Board, the conference, or the NCAA

~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

- j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University ~~(College)~~'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This Section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University ~~(College)~~.

5.2.1 At any time after commencement of this Agreement, University ~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross

compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University ~~(College)~~ health insurance plan and group life insurance as if Coach remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University ~~(College)~~ after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University ~~(College)~~, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University ~~(College)~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University ~~(College)~~ before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University ~~(College)~~. Termination shall be effective ten (10) days after notice is given to the University ~~(College)~~.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, the following sum:

\$100,000.00 if termination occurs within one year of the contract commencement date, \$75,000.00 if termination occurs within two years of the contract commencement date, \$50,000.00 if termination occurs within three years of the contract commencement date, and \$25,000.00 anytime thereafter prior to the expiration date_____. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University ~~(College)~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University ~~(College)~~.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University ~~(College)~~'s student-athletes or otherwise obstruct the University ~~(College)~~'s ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University ~~(College)~~ ~~(Faculty Staff Handbook Policies and Procedures)~~.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University ~~(College)~~'s rules regarding financial exigency.

6.2 University ~~(College)~~ Property. All personal property (excluding vehicle(s) provided through the Courtesy Car ~~program~~), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University ~~(College)~~'s direction or for the University ~~(College)~~'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University-~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University-~~(College)~~.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University (College): Director of Athletics
921 So. 8th Ave. Stop 8173
Pocatello, ID 83209

with a copy to: Chief Executive Officer
921 So. 8th Ave. Stop 8310
Pocatello, ID 83209

Coach: Ryan Looney

Last known address on file with
University ~~(College)~~'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University ~~(College)~~'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of official University ~~(College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University ~~(College)~~

Coach Ryan Looney

Signature: _____
Printed Name: _____
Chief Executive Officer
Date: _____

Signature: _____
Printed Name: _____
Date: _____

Approved by the Idaho State Board of Education on the ____ day of _____,
20__.

[*Note: Multiyear employment agreements requiring Board approval are defined Board
Policy II.H.]

Big Sky Conference Men's Basketball Compensation Packages

SCHOOL	BASE SALARY	TERM	EXTRA BENEFITS	INCENTIVES
EWU	\$ 130,000.00	5	Courtesy Car	Raises undetermined; APR, BSC, post-season; renewal 7/1
UI	\$ 185,432.00	4	car	media, conference champion, top 25 ranking, conference coach of year, APR, team wins, portion of gate, NCAA round of 16, portion of guarantees, net proceeds from camps
ISU	\$ 115,000.00	5 years	car	Media \$15,000, Other total possible range \$2,000 - \$115,000
UM	\$ 155,003.00	3	Monthly car stipend; golf membership	CPGA yearly (bonuses not cumulative) 2.90 – 2.99-\$1,500, 3.00 – 3.09-\$2,500, 3.10 or above-\$3,500; APR 950 or higher-\$2,500; GSR equal or higher to Div I MBB-\$5,000; No “0-for-2” APR-\$1,000; Maintain or increase season attendance-\$2,500; Attend all requested functions-\$7,000; Conference Coach of the Year-\$5,000; Regular Season Co/Champions-\$5,000; Win BSC Tournament or selected for the NCAAAs-\$10,000; NIT bid-\$5,000; Qualifies for NIT “Final Four”-\$5,000; Win NIT-\$5,000; Team plays in NCAA First Round and wins (if applicable)-\$5,000; Win NCAA Second Round game-\$15,000; Win NCAA Third Round game-\$25,000; Win NCAA “Sweet Sixteen game-\$25,000; Win NCAA “Elite 8” game-\$25,000; Win NCAA “Final Four” game-\$25,000; Win NCAA National Championship-\$25,000
MSU	\$ 160,674.00	3	Car, cell phone	
NAU	\$ 185,400.00	4	cell phone stipend, vehicle, tickets	academic and athletic performance
UNC	\$ 156,938.00		car, country club	
PSU	\$ 170,004.00	Muli Year	Facility Use for Summer Camps	20 Game, Post Season, APP
SAC	\$ 184,920.00	5	car	
SUU	\$ 151,980.00		Car stipend	APR; # of wins; conf. titles; playoffs.
WSU	\$ 200,375.00	8 years	Country Club Membership, Courtesy Car, Cell Phone Stipend	\$ 150,000.00

Big Sky Conference Men's Basketball Compensation Packages

SCHOOL	LIQUIDATED DAMAGES
EWU	\$50,000
UI	\$75,000 with greater than 2 years remaining in contract, \$50,000 thereafter
ISU	\$100,000 in year 1; \$75,000 in year 2; \$50,000 in year 3; \$25,000 every year thereafter
UM	Coach must pay institution an amount equal to amount remaining on the contract per Montana SBOE mandate
MSU	Coach must pay institution an amount equal to amount remaining on the contract per Montana SBOE mandate
NAU	1 year base salary, may be reduced at the discretion of the President
UNC	\$75,000
PSU	\$30,000
SAC	100% of base in years 1, 50% of base in years 2-3, years 4-5 \$0
SUU	For 5 yr contract \$100K, descends to \$75K in year 3, and \$50K for last 2 years of contract
WSU	\$50,000

Idaho State University Men's Basketball

APR Scores & Team GPA

Four-Year average APR score:	949 (TBA. 5/8/19)	
National average APR score:	(TBA. Awaiting NCAA Division I APR Public Announcement 5/8/19)	
Single-Year APR score:	2014-15	960
	2015-16	898
	2016-17	958
	2017-18	980 (TBA. Awaiting APR Announcement)
Team GPA:	2015-16	2.85
	2016-17	3.28
	2017-18	3.09
	2018-19	(TBA. Spring 2019 grades post 5/8/19)

Fall 2015	2.58
Spring 2016	3.13
2015-16	2.85

Fall 2016	3.20
Spring 2017	3.36
2016-17	3.28

Fall 2017	2.97
Spring 2018	3.20
2017-18	3.09

Fall 2018	2.99
Spring 2019	TBD 5/8/19
2018-19	TBD 5/8/19

Idaho State University Men's Basketball Staff	
Ryan Looney	Head Coach
Jared Phay	Associate Head Coach
Joe White	Assistant Coach
Christ McMillian	Assistant Coach
Davis Furman	Graduate Assistant Coach

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

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.)

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2019

- 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

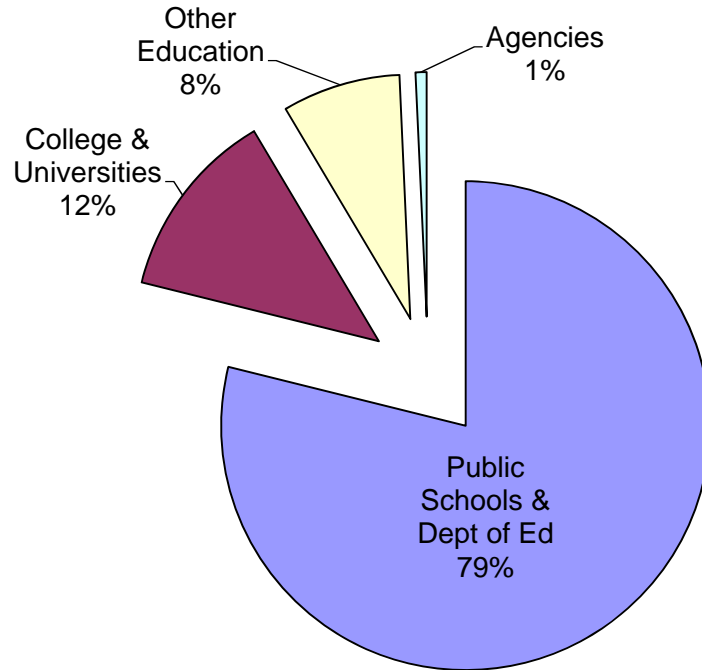
I move to approve the FY 2020 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs,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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

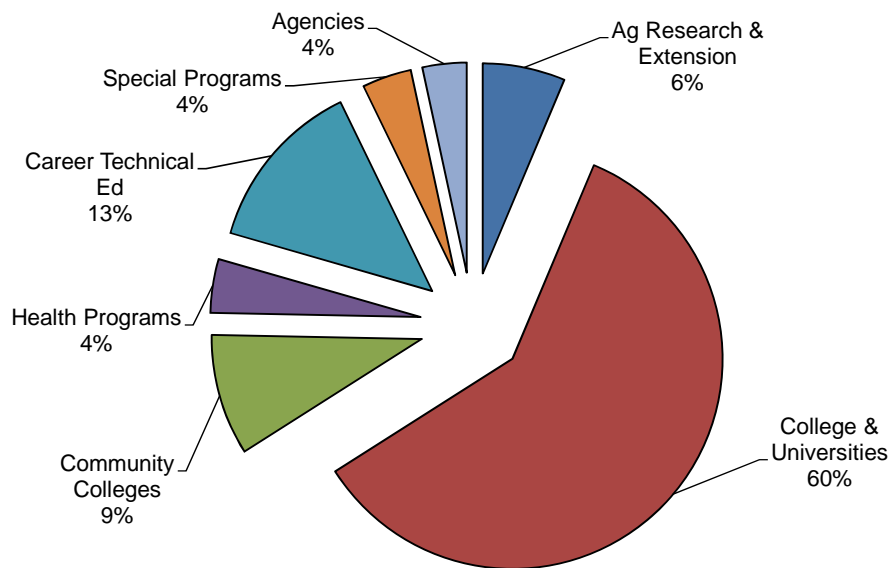
State Board of Education

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

	FY 2019 BUDGET	FY 2020 BUDGET	PERCENT of CHANGE
By Cost Center:			
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%
Total Programs	29,192,400	37,073,600	27.00%
By Fund Source:			
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%
Total Funds	29,192,400	37,073,600	27.00%
By Expenditure Classification:			
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
Total Expenditures	29,192,400	37,073,600	27.00%
Full Time Positions	35.60	36.60	2.81%

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**

		FY 2019 BUDGET	FY 2020 BUDGET	PERCENT of CHANGE
1	By Program:			
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	Total Programs	<u>9,448,600</u>	<u>9,601,100</u>	<u>1.61%</u>
12				
13	By Fund Source:			
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	Total Funds	<u>9,448,600</u>	<u>9,601,100</u>	<u>1.61%</u>
20				
21	By Expenditure Classification:			
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	Total Operating Expenditures	<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	Total Expenditures	<u>9,448,600</u>	<u>9,601,100</u>	<u>1.61%</u>
34				
35	FTP Count (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.

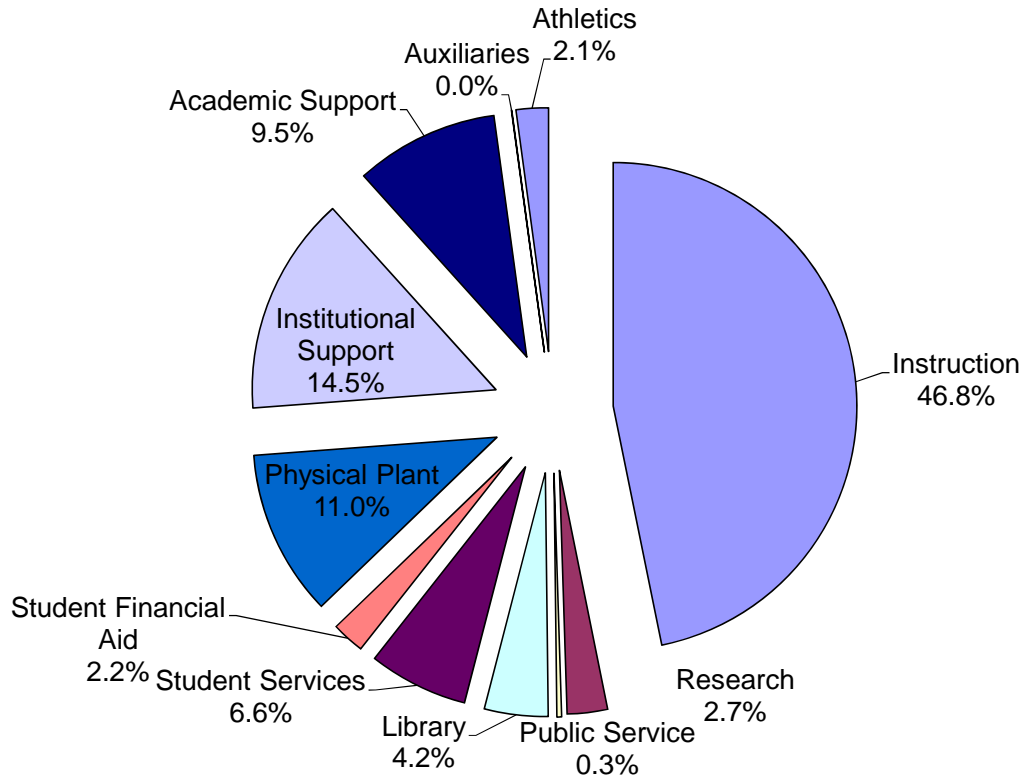
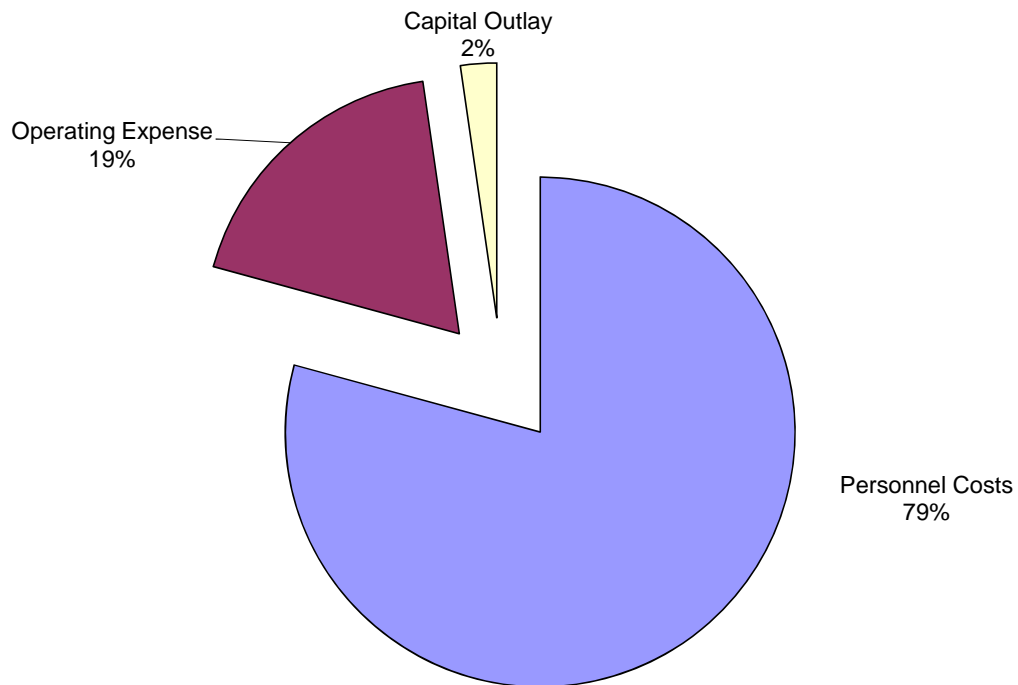
42 (4) Decreased level of miscellaneous fund capital replacement appropriation.

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

		FY 2019 BUDGET	FY 2020 BUDGET	PERCENT of CHANGE
1				
2	By Program:			
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	Total Programs	28,386,100	28,755,400	1.30%
8	By Fund Source:			
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	Total Funds	28,386,100	28,755,400	1.30%
14	By Expenditure Classification:			
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	Total Operating Expenditures	1,776,500	2,249,900	26.65%
25	Capital Outlay [4]	110,300	96,700	-12.33%
26	Trustee/Benefit Payments	15,542,800	15,462,800	-0.51%
27	Total Expenditures	28,386,100	28,755,400	1.30%
28	Full Time Positions	154.00	150.00	-2.60%
	Budget Overview			
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

	FY2019 Original Budget		FY2020 Original Budget		Changes from	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
Revenue by Source						
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>
Expenses						
By Function:						
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>
19 By Expense Class:						
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**

FY 2019 Base Operating Budget	\$218,000,000
Adjustments to Base from State Funds	
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>
NET INCREASE IN BASE STATE FUNDING	\$5,385,000
Increases from Student Tuition and Fees	<u>\$9,615,000</u>
FY 2020 Operating Budget	<u>\$233,000,000</u>

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
Revenue by Source						
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%
Expenses						
By Function:						
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%
19 By Expense Class:						
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:

Y2020 Base Operating Budget	\$145,647,400
Adjustments to Base from State Funds	
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>

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

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
Revenue by Source						
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%
Expenses						
By Function:						
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%
19 By Expense Class:						
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					
General Education											
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
Total	1,235.39	\$84,369,771.56	\$147,089.84	\$2,238,495.93	\$0.00	\$2,385,585.77	\$86,755,357.33	2.83	9.77	-\$1,520,925.09	1,245.16 \$85,234,432.24
Idaho Dental Education Program											
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
Total	3.25	\$340,544.66	\$0.00	\$5,968.12	\$0.00	\$5,968.12	\$346,512.78	1.75	0.00	\$7,607.29	3.25 \$354,120.07
Idaho Museum of Natural History											
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
Total	7.90	\$423,268.38	\$0.00	\$10,015.06	\$0.00	\$10,015.06	\$433,283.44	2.37	0.05	-\$674.20	7.95 \$432,609.24
Family Medicine Residency											
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
Total	9.80	\$966,933.60	\$0.00	\$18,160.66	\$0.00	\$18,160.66	\$985,094.26	1.88	3.50	\$331,900.74	13.30 \$1,316,995.00

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
Revenue by Source						
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%
Expenses						
By Function:						
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%
19 By Expense Class:						
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		
			Salary Adjustments											
			Across the Board (\$550)											
	FTE	Salary Base	Promotion	Merit	Equity/Other	Total	Salary	% Incr		FTE	Salary Base	FTE	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

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

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

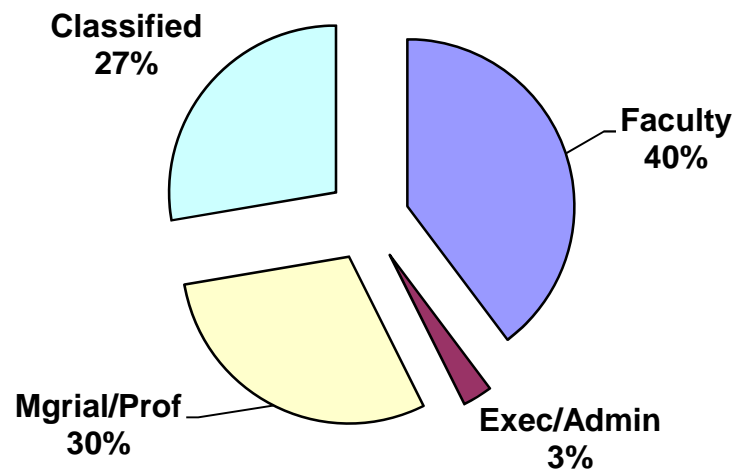
Appropriated Funds

	FY2019 Original Budget		FY2020 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
Revenue by Source						
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%
Expenses						
By Function:						
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%
19 By Expense Class:						
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			

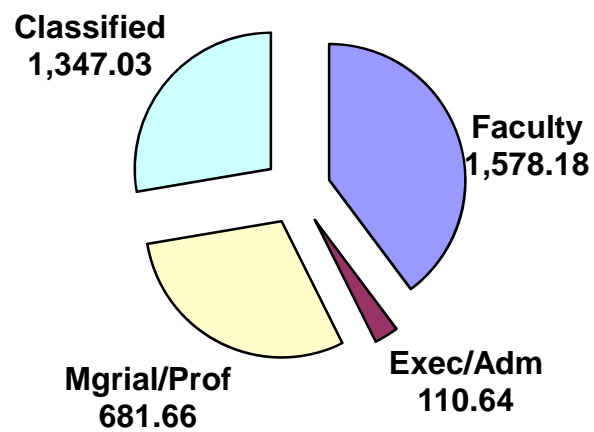
LEWIS-CLARK STATE COLLEGE
Summary of Salary Changes for FY2020 by Employee Group

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
General Education												
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

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

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

AGRICULTURAL RESEARCH & 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
By Program:			
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%
Total Programs	19,035,500	21,625,700	13.61%
By Fund Source:			
General Fund	18,714,500	21,296,700	13.80%
Student Fee Revenue	321,000	329,000	2.49%
Total Funds	19,035,500	21,625,700	13.61%
By Expenditure Classification:			
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%
Total Expenditures	19,035,500	21,625,700	13.61%
Full Time Position	30.15	36.65	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

	FY 2019 BUDGET	FY 2020 BUDGET	PERCENT of CHANGE
By Program:			
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%
Total Programs	23,366,800	32,025,000	37.05%
By Fund Source:			
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%
Total Funds	23,366,800	32,025,000	37.05%
By Expenditure Classification:			
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%
Total Expenditures	23,366,800	32,025,000	37.05%
Full Time Position	45.59	46.59	2.19%

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

BOISE STATE UNIVERSITY CONTINUED

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

250,000 250,000 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 75,000 19

Facility Condition Assessment and Management

300,000 300,000 20

Renovations/1st Floor, Albertsons Library

250,000 250,000 21

Repair Concrete and Masonry, Campus Wide

360,000 360,000 22

Rooftop Access & Fall Protection Upgrades, Multiple Buildings

250,000 250,000 23

Renovations/1st Floor, Grant Avenue Annex 1

150,000 150,000 24

Genset Backup, Science

300,000 300,000 25

Replace Electrical Switch Gear, SPEC

100,000 100,000 26

Fume Control/Paint Booth, HML

50,000 50,000 27

Master Plan Study, Infrastructure Assessment, Phase 1

80,000 80,000 28

Upgrade Laboratory Deionized Water Distribution System, Science Building

895,000 895,000 29

Renovation for CID, Phase 2, Albertsons Library

300,000 300,000 30

Renovate Vacated Space, Hemingway

1,500,000 1,500,000 31

HVAC Validation, Science Building

75,000 75,000 32

Concrete Sealant and Asphalt Overlays, University Parking Facilities

200,000 200,000 33

Exterior Wayfinding Signage, Phase 1, Campus Wide

500,000 500,000 34

Replace HVAC Controls, Multiple Buildings, SPEC, Morrison Center

800,000 800,000 35

Replace Main Air Handler, Liberal Arts

275,000 275,000 36

Upgrade Plumbing System, Bronco Gym

140,000 140,000 37

Emergency Power System Upgrades, Campus Wide

150,000 150,000 38

Replace Boiler, Yanke Family Research Park

400,000 400,000 39

Irrigation Main Line Distribution & Point of Use Controls, Campus Wide

290,000 290,000 40

Window Film, SMASH

30,000 30,000 41

Replace Storefront, Campus Wide

150,000 150,000 42

EIFS Repair, MEC

197,000 197,000 43

Upgrade Electrical Power Service Entrance, Administration Building

198,000 198,000 44

Upgrade HVAC, Yanke Family Research Park

850,000 850,000 45

Replace Door, Campus School

75,000 75,000 46

Mass Notification, Campus Wide

230,000 230,000 47

Pedestrian Safety, Cesar Chavez

300,000 300,000 48

Replacements/Additions, Emergency Phones, Phase 3, Campus Wide

130,000 130,000 49

Pedestrian /Bicycle Circulation MP & Safety Improvements, Campus Wide

300,000 300,000 50

Update Master Key Project, Phase 3

230,000 230,000 51

Replace Parking Lot, Chrisway Annex Lot

380,000 380,000 52

Remove Smokestack, Heat Plant

100,000 100,000 53

Elevator Shaft Damper Study/Install, Campus Wide

250,000 250,000 54

Replace Pool Dehumidification & Ventilation System, Kinesiology Annex

800,000 800,000 55

Emergency Notification System, Multiple Buildings

105,000 105,000 56

Complete South Campus Power Loop

350,000 350,000 57

Steam Tunnel Lid Renovations, Campus Wide

100,000 100,000 58

Stucco, Child Care Center

150,000 150,000 59

Single Mode Fiber Termination, OIT, Taco Bell Arena

5,000 5,000 60

Network Connect Emergency Generators, Campus Wide

100,000 100,000 61

Furr Out/Insulate Walls & Windows, Math

350,000 350,000 62

Emergency Generator, Heat Plant

150,000 150,000 63

Furr Out/Insulate Walls, Administration

200,000 200,000 64

Electronic Access Project, Phase 3

295,000 295,000 65

Renovations for Teaching & Research Space, COAS, COEN, COE, COSSPA

455,000 455,000 66

Electrical Expansion, Albertsons Library

300,000 300,000 67

Renovate Academic & Career Services

100,000 100,000 68

Flooring Repairs/Remodel, Computer Classroom 103, MEC

250,000 250,000 69

Infrastructure Upgrade, Taco Bell Arena

700,000 700,000 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
SUBTOTAL	5,649,000	31,501,000
 <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
SUBTOTAL	5,408,233	6,281,533
 <i>IDAHO STATE UNIVERSITY -- UNIVERSITY PLACE</i>		
Roof Replacement, Tingey Administration Building	736,615	736,615
SUBTOTAL	736,615	736,615
 <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
SUBTOTAL	5,381,100	20,362,800

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

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

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															
60 **		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: Parent Academy			Priority Ranking 1 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:					
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: 12.02		Title: Open Education Resources (OER)			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: 12.03	Title: Expansion		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 website provides college and career information and resources targeted toward Idaho students in 8th through 12th 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 8th through 12th 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: 12.01		Degree Completion and Career Readiness			Priority Ranking 1 of 2
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: 12.02	Title: True Blue Access Scholarship			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

FUNCTION: Idaho State University

ACTIVITY: Momentum Pathways

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

Page 1 of 5 Pages

Original Submission X or

Revision No. ____

MOMENTUM PATHWAYS / ISU CENTER FOR MATHEMATICS PATHWAYS					
A: Decision Unit No: 12.01	Title: PATHWAYS			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

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ACTIVITY: Idaho Workforce

Original Submission X or

Development

Activity No.:

Revision No. ____

A: Decision Unit No: 12.02		Title: Idaho Workforce Development			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
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>
<u>Total Request for One-Time Capital Outlay:</u>	<u>\$4,500</u>

- 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: 12.01	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: 12.02		Title: College of Law Boise Expansion			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
		19.00	\$1,781,335	\$529,182	\$2,310,517

- 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
Total	\$100,000

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
Total	\$250,000

- 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: 12.04	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

Agency No.: 511

FY 2021 Request

FUNCTION: General Education

Function No.: 05

Page 1 of 4 Pages

ACTIVITY: Adult Learner Services

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Adult Learner Services			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

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Original Submission X or

Revision No. ____

Program Expansion, Enhancement, and Compliance					
A: Decision Unit No: 12.02	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: 12.01		Title: CTE Program Expansion			Priority Ranking 1 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. 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: 12.02		Title: Increased Staff Capacity			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: 12.03		Title: CTE TEACHER PREPARATION			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

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.04		Title: Online Course Expansion			Priority Ranking 4 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. 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

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.05	Title Postsecondary Package			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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
Salaries	56,200		
Benefits	23,800		
Group			
Total	80,000	0	80,000

Operating Expenditures (by Summary Object)

5961	300		Miscellaneous
5701	500		Specific Use Supplies
5351	1,500		Employee Travel
Total	2,300	0	2,300

Capital Outlay (by Summary Object)

Total	0	0	0
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Total Request	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	
Personnel Costs			
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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Total Request	16,400	0	16,400
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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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	38,500	0	38,500
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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	
Personnel Costs			
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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Total Request	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
		81.75	3.000

	Ongoing	One-Time	
Personnel Costs			
Salaries	170,000		
Benefits	71,800		
Group			
Total	241,800	0	241,800

Operating Expenditures (by Summary Object)

5651	15,000		Institutional Supplies
5401	11,000		Administrative Supplies
Total	26,000	0	26,000

Capital Outlay (by Summary Object)

Total	0	0	0
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Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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: 12.06	Title: INCENTIVE GRANT EXPANSION			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: 12.07	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

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

A: Decision Unit No: 12.08		Title: Centers for New Direction (CND)		Priority Ranking 8 of 9	
DESCRIPTION	General	Dedicated	Federal	Other	Total
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

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.09		Title: IQPS Appropriation Language			Priority Ranking 9 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:					
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: 12.01		Title: Lead Math Instructor (CCA)			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
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

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01	Title: Academic Advisor (CCA)			Priority Ranking 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
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

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01	Title: Instructional Designer			Priority Ranking 3 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
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 CollegesFUNCTION: 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

Page ____ of ____ Pages

ACTIVITY: Emerging Hispanic

Serving Institute High Impact

Support & Programming

Activity No.:

Original Submission X or

Revision No. ____

Emerging Hispanic Serving Institute High Impact Support & Programming					
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

Agency No.: 501

FY 2021 Request

FUNCTION: Community College

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Weekend College

Activity No.:

Original Submission X or

Revision No. _____

A: Decision Unit No: 12.3		Title: Weekend College			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: 12.01		Title: 100% CEC Funding		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

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Activity
No.:Original Submission X
or Revision No. ____

A: Decision Unit No: 12.02		Title: Data Analyst Positions			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: 12.01		Title: TRANSITION ADVISORS			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

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: REGIONAL ENTREPRENEURSHIP			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: 12.01		Title: ASSESSMENT COORDINATOR			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

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 Original Submission X or
 Revision No. ____

ACTIVITY:

Activity No.:

Idaho Center for Plant and Soil Health					
A: Decision Unit No: 12.01	Title: Health	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

Agency No.: 515

FY 2021 Request

Function No.: 02

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 Original Submission _x_ or
 Revision No. ____

ACTIVITY: Strategic Initiatives

Activity No.:

A: Decision Unit No: 12.01		Title: ECHO IDAHO PROJECT			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 ProgramsFUNCTION: Graduate Medical
Education

ACTIVITY: Strategic Initiative

Agency No.: 515

Function No.: 04

Activity No.:

FY 2021 Request

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Original Submission X or
Revision No. ____

A: Decision Unit No: 12.01	Title: Graduate Medical Education			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
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		
Family Medicine Residency of Idaho	\$ 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
Idaho State University	\$ 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 ¹	75,000
Total		22	\$ 105,000	1	\$ 60,000	3	\$ 75,000	\$ 240,000
Kootenai	\$ 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
University of Washington/VA	\$ 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 ²)	3	\$ 180,000		\$ 30,000 ²	\$ 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
University of Washington - Psychiatry	\$ 49,725 ³							
Seattle/Boise Core Program		8	(Already funded above \$45K)	4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Bingham Internal Medicine	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000			\$ 120,000
Blackfoot Internal Medicine		1	(Partially funded FY 2020 ⁴)				\$ 10,000 ⁴	\$ 10,000
IM Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		13	\$ 60,000	2	\$ 120,000		\$ 10,000	\$ 190,000
Eastern Idaho Regional Medical Cente	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000			\$ 650,000
Idaho Falls - Internal Medicine		10	(Partially funded FY 2020 ⁵)				\$ 100,000 ⁵	\$ 100,000
Idaho Falls- Family Medicine				6	\$ 360,000			\$ 360,000
Total		20	\$ 50,000	16	\$ 960,000		\$ 100,000	\$ 1,110,000
University of Utah / ISU/Psychiatry	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	<i>funded</i>	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
Grand Total		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.:

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 Original Submission X or
 Revision No. ____

A: Decision Unit No: 12.01		Title: Competitive Salaries and Benefits			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.:

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 Original Submission ___ or
 Revision No.

A: Decision Unit No: 12.01	Title Business Development			Priority Ranking of	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.95		7.25	.5	11.7*
PERSONNEL COSTS:					
<i>Request 1: Rural Impact</i> <i>(see below for detailed breakdown)</i>	\$167,700		\$160,000	\$8,800	\$336,500
<i>Request 2: PTAC Expansion</i> <i>(see below for detailed breakdown)</i>	\$175,300		\$278,700		\$454,000
TOTAL PERSONNEL COSTS:	\$343,000		\$438,700	\$8,800	\$790,500
OPERATING EXPENDITURES:					
<i>Request 1: Rural Impact</i> <i>(see below for detailed breakdown)</i>	\$9,000				\$9,000
TOTAL OPERATING EXPENDITURES:	\$9,000				\$9,000
CAPITAL OUTLAY by summary object:	\$0				
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$0				
LUMP SUM:					
GRAND TOTAL	\$352,000		\$438,700	\$8,800	\$799,500

*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%
% of Total Rural Impact from all SBDC Clients							
<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.

Idaho SBDC Impact Data	2018	2017	2016
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

Location	<i>Sandpoint</i>	<i>Lewiston/ Moscow</i>	<i>Twin Falls</i>	<i>Pocatello</i>	<i>Victor/Driggs</i>	<i>Boise</i>
FTP	<i>.5 FTP</i>	<i>.5 FTP</i>	<i>.15 FTP</i>	<i>.15 FTP</i>	<i>.5 FTP</i>	<i>.3 FTP</i>
Title	<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>
Role Description	<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>
Personnel	\$31,200.00	\$31,200.00	\$5,000.00	\$5,000.00	\$31,200.00	\$20,000.00
Fringe	\$9,360.00	\$9,360.00	\$2,000.00	\$2,000.00	\$9,360.00	\$12,000.00
Travel	\$1,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
Total	\$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
Clients Served	472	362	625
Government Contracts Awarded	\$123M	\$132M	\$173M
Counseling Hours	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
PTAC Business Counselor	Idaho Falls	<i>Counsel and train businesses on government contracting</i>	\$32,131.00	\$14,214.75	\$46,345.75	100%	.5
SBDC Region	Idaho	<i>Integrate and oversee the</i>	\$7,325.00	\$2,783.50	\$10,108.50	10%	0.1

VI Director	Falls	<i>regional PTAC counselor</i>					
PTAC Business Counselor	Coeur d'Alene	<i>Counsel and train businesses on government contracting</i>	\$31,444.00	\$14,039.75	\$45,483.75	100%	.5
SBDC Region I Director	Coeur d'Alene	<i>Integrate and oversee the regional PTAC counselor</i>	\$7,266.10	\$1,961.85	\$9,227.95	10%	0.1
SBDC State Director	Boise	<i>Host and supervise the PTAC Program and its Director</i>	\$11,125.40	\$3,494.49	\$14,619.89	10%	0.1
SBDC Associate Director of Finance	Boise	<i>Provide financial oversight and assistance to the PTAC Program</i>	\$10,832.85	\$4,015.74	\$14,848.59	15%	0.15
SBDC Associate Director of Operations	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
SBDC Marketing Manager	Boise	<i>Increase PTAC awareness statewide</i>	\$4,680.00	\$2,726.10	\$7,406.10	15%	0.15
SBDC Region III Director	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

Page ____ of ____ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: Outreach and Awareness			Priority Ranking 1 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. 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

Page ____ of ____ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.03		Title: Administrative Assistant 2			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

FY 2021 Request
 Page 1 of 2
 Original Submission: X
 Revision No. _____

Personnel Sustainability – Engineering Positions					
A: Decision Unit No: 12.01	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:

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?

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: 12.02		Title: Educational Outreach			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

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: 12.03		Title: Digital Media Technician			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

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 Original Submission X or
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ACTIVITY: Board approved category

Activity No.:

A: Decision Unit No: 12.01		Title: CDHH .25 FTE Request			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

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ACTIVITY: Board approved category

Activity No.:

A: Decision Unit No: 12.02		Title: CDHH Additional Office Space			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
FUNCTION: Council for the Deaf and
 Hard of Hearing

Agency No.: 523

FY 2021 Request

Function No.: 06

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ACTIVITY: Board approved category

Activity No.:

A: Decision Unit No: 12.03		Title: CDHH Vehicle Request			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

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

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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

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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 ____

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GOVERNING POLICIES AND PROCEDURES
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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

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

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

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~~

~~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) 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

a) Boise State University	\$1,069,372
b) Idaho State University	\$ 707,700
c) University of Idaho	\$ 926,660
d) Lewis-Clark State College	\$ ————0

~~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:~~

1) Boise State University	\$386,100
2) Idaho State University	\$540,400
3) University of Idaho	\$772,100
4) Lewis-Clark State College	\$154,300

~~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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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BOARD ACTION

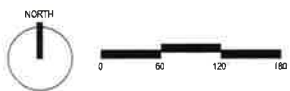
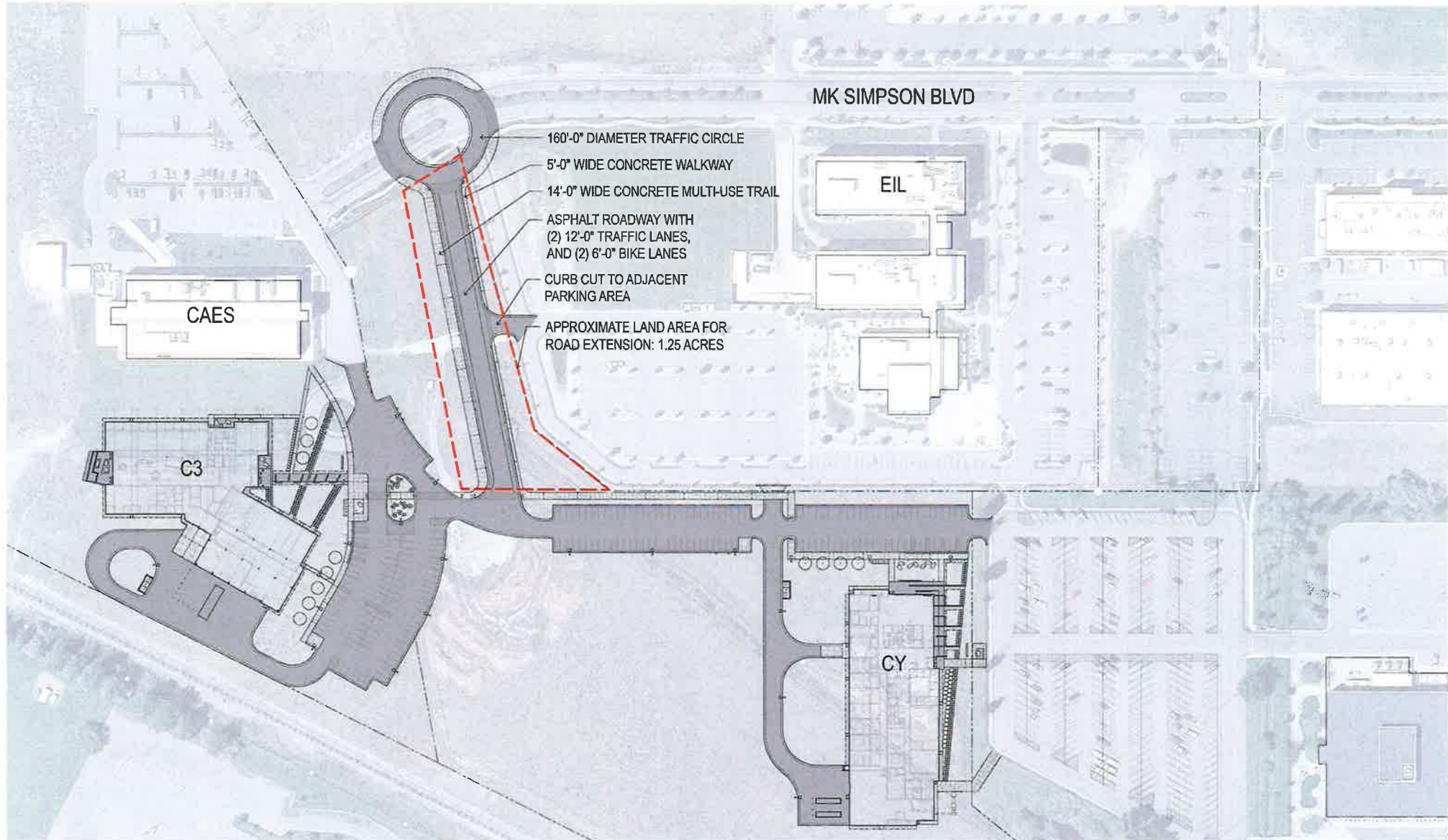
I move to approve the change order requested by BEA for construction of an access road extension and traffic circle on MK Simpson Boulevard as depicted on Attachment 1 for an amount not to exceed \$1,000,000, and the subsequent transfer of property to the City of Idaho Falls as described in Attachment 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

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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 _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2019

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19, 2019**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.V. – ARTICULATION AND TRANSFER – SECOND READING	Action Item
2	BOISE STATE UNIVERSITY – GRADUATE CERTIFICATE IN COMPUTER ASSISTED LANGUAGE LEARNING	Action Item
3	HIGHER EDUCATION RESEARCH COUNCIL (HERC) ANNUAL UPDATE	Information Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2019**

SUBJECT

Board Policy III.V, Articulation and Transfer – First Reading

REFERENCE

October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V, which clarified the transfer and articulation policy for general education credit applies to all Idaho public institutions.
June 2015	The Board approved the second reading of proposed amendments to Board Policy III.V.
April 2019	The Board approved the first reading of proposed amendments to Board Policy III.V. which clarified the credit awarded by an institution for prior learning and transfer of general education requirements.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.V., and III.N.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Board Policy III.V, Articulation and Transfer, establishes requirements for the articulation and transfer of courses between Idaho's public postsecondary institutions. Proposed amendments to Board Policy III.V add a requirement that credits awarded through a prior learning assessment (PLA) by one of the institutions for a course on the common course list or for meeting a general education requirement shall transfer between those institutions as the same course on the list and/or meet the same general education requirement.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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IMPACT

Approval of proposed amendments will provide institutions and staff with necessary guidance for transfer of course credits awarded through PLA. It will also provide maximum transparency and consistency for course articulation across institutions. This will help ensure students are provided with an opportunity to complete their degree in a timely manner without the need to repeat courses or to submit requests for evaluation of PLA credit awarded at a prior institution.

Furthermore, amendments conform with Section 33-3729, Idaho Code ensuring completion of the Board's general education requirements for students who earn an Associate of Arts or Associate of Science degree from any institution within or external to Idaho, which is regionally accredited by a body recognized by the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.V, Articulation and Transfer – 2nd Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.V will provide for the seamless transfer of credits earned through PLA consistently across Idaho's public postsecondary institutions. Furthermore, Section 33-3729, Idaho Code requires Idaho postsecondary institutions to recognize students who complete an Associate of Arts or Associate of Science degree at any institution accredited by a body recognized by the Board as having completed the Board's general education requirements and prohibits the institutions from requiring these students to complete any additional general education requirements. One technical correction was made to section 2.C. No other changes were made between the first and second reading. Board staff recommends approval as presented.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III. V, Articulation and Transfer as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: V. Articulation and Transfer

June 2019⁹⁵

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

The Statewide General Education Policy, Board Policy III.N, Statewide General Education, outlines Idaho's General Education Framework and establishes guidelines for General Education Matriculated (GEM) curricula across all public postsecondary institutions. Statewide recognition of common GEM competencies creates a transparent and seamless transfer experience for undergraduates as defined in Board Policy III.N.

The transfer of GEM courses is predicated on the acquisition of competencies in broad academic areas. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education courses and programs.

1. Statewide Articulation

a. Academic Undergraduate Degrees

- i. Students who complete requirements for the Associate of Arts or Associate of Science degree at a regionally accredited postsecondary institution ~~in Idaho~~ will be considered as satisfying the general education requirement, as defined in Board Policy III.N., upon transfer to a ~~four-year~~ public institution in Idaho and will not be required to complete any additional general education requirements.
- ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and transfer from a regionally accredited postsecondary institution in Idaho will not be required to complete additional general education requirements at the receiving institution.
- iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements at the receiving institution.

b. Associate of Applied Science (AAS) Degrees

- i. A student who satisfactorily completes a GEM course(s) as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution will have those GEM courses

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Transfer

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~~will be~~ applied towards the associated GEM competency of the receiving institution.

- ii. A student who completes an AAS degree may pursue an interdisciplinary Bachelor of Applied Science or a Bachelor of Applied Technology degree focused on upper-level academic coursework.
2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of sections 33-107(6)(be) and 33-2102, and 33-3729 Idaho Ceode and Board Policy III.V.2.c through ed. Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:
- a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.
 - b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.
 - c. Non-remedial course credits earned at ~~an~~those institutions under the Board's governance, regardless of being a general education credit or not, are transferable to any other institution governed by this policy.
 - d. Academic credits accepted from a regionally accredited institution into an academic program by one institution under the Board's governance shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between the other postsecondary institutions governed by this policy.
 - e. Courses on the common course index list, as provided in Board Policy III.N.6.b, that are awarded credit through prior learning assessments, as outlined in Board Policy III.L.1.b, from an institution shall transfer as equivalent course credit between those institutions. An area of general education, as listed in Board Policy III.N.3, for which credit is awarded by an institution through prior learning assessments, shall transfer across those institutions as meeting the same general education requirement.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 19, 2019**

BOISE STATE UNIVERSITY

SUBJECT

Online Graduate Certificate in Computer Assisted Language Learning (CALL)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment – Objective A: Higher Level of Educational Attainment and Objective C: Access

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Graduate Certificate in Computer Assisted Language Learning that will be offered entirely online. The program will operate under the guidelines of the Idaho State Board of Education Policy V.R. as it pertains to wholly online programs. The online format of the program and the flexibility it affords a student who may have family responsibilities, or live in a rural county, contribute to a higher level of educational attainment for Idaho residents as they can take advantage of a graduate-level certificate despite these factors. The wholly online format of the proposed graduate certificate is accessible to Idaho students regardless of socioeconomic status, age, and geographic location. The proposed program will target Idaho foreign language teachers by providing an opportunity to enhance their professional careers through graduate-level coursework in second language teaching methodology and innovative educational technologies.

Because it is wholly online, the proposed program will enable BSU to reach potential students, many of whom are Idaho teachers and who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT

The program's size can be scaled to demand for the program, and BSU projects that the program will reach a size of 15 students by the sixth year, graduating approximately 20 students per year once the program is up and running. As the program is designed for working professionals it is expected most students will be part-time.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will initially charge \$478 per credit hour. For the 12 credits required for completion of the proposed program, students will pay \$478 per credit; the total cost of those 12 credits totals \$5,736.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 19, 2019

ATTACHMENTS

Attachment 1 – Proposal, Graduate Certificate in Computer Assisted Language Learning

STAFF COMMENTS AND RECOMMENDATIONS

BSU anticipates a projected enrollment of seven students initially. Because program will be using the online program fee model, minimum enrollments are based on course registrations. The capacity for the program is 20 students, which can be scaled to demand for the certificate. BSU has identified a minimum of eight enrollments for program continuance. If that number is not consistently achieved after five years, the certificate will be discontinued.

BSU's proposed Graduate Certificate in Computer Assisted Language Learning is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility for educational technology programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.x. BSU proposes to charge \$478 per credit for a total program cost of \$5,736 for 12 required credits. The establishment of the online program fee was based on the fee currently assessed by BSU's Educational Technology graduate program. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 9, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on May 21, 2019; and to the Business Affairs and Human Resources (BAHR) Committee on June 7, 2019. The BAHR Committee is currently in the process of reevaluating Board Policy V.R., Establishment of Fees, which includes educational and technical program fees.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online Graduate Certificate in Computer Assisted Language Learning as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 19, 2019

I move to approve the request by Boise State University to charge an online program fee of \$478 per credit for students enrolled in the wholly online Graduate Certificate in Computer Assisted Language Learning program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	February 27 2019
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of World Languages

Program Identification for Proposed New or Modified Program:

Program Title:	Graduate Certificate in Computer Assisted Language Learning				
Degree:		Degree Designation		Undergraduate	X Graduate
Indicate if Online Program:	X	Yes		No	
CIP code (consult IR /Registrar):	16.0101				
Proposed Starting Date:	Fall 2019				
Geographical Delivery:	Location(s)	Online Only	Region(s)	Online Only	
Indicate (X) if the program is/has:	X	Self-Support (Online Program Fee)		Professional Fee	
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input checked="" type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

[Signature] 2/13/19
College Dean (Institution) Date

Vice President for Research (Institution; as applicable) Date

[Signature] 2/14/19
Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

[Signature] 2/20/19
FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

[Signature] 2/27/19
Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

[Signature] 2/27/19
President Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The Departments of World Languages and Educational Technology jointly propose to create a 12-credit online graduate certificate in Computer Assisted Language Learning (CALL). The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The online graduate certificate would be comprised of coursework in Applied Linguistics, Second Language Pedagogy, and Educational Technologies offered by both departments. The proposed start date is fall 2019.

There is currently no opportunity for World Languages teachers to pursue graduate study in the State of Idaho. This program would provide an important first step toward supporting our teachers with graduate instruction in their field of expertise by providing a sound foundation in second language teaching methodology and innovative educational technologies. Students wishing to pursue a Master's Degree in Educational Technology could count the coursework for the CALL graduate certificate toward their M.Ed. The department of Educational Technology's Master of Educational Technology program is one of the largest education master's degree in the United States. The department has four other graduate certificates, which can be taken as specializations within the master's program or as a stand-alone program. This proposed program will continue to build on the Boise State's Ed Tech brand. Greater choice infers greater size and credibility; therefore, curricular choice plays a key role in student recruitment.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. World Language Teacher
2. World Language Professor (SOC 25-1124)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	10 (50% of state)	8 (0.25% of national)	n/a
State	20	16 (0.5% of national)	n/a
Nation	n/a	3,200	n/a

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Although one will find few job announcements that specifically require graduation with a certificate in CALL, this program is designed for instructors of foreign languages at all levels, and all instructors are expected to be proficient in instructional technologies. According to the U.S. Department of Labor, the national projected growth rate for university-level language professors between 2014 and 2024 is 13%, which is “faster than average,” and the projected growth rate for High School Teachers is 6% or 961,600 jobs. In Idaho, the state Department of Labor projects a growth rate of 18.8. % for High School Foreign Languages teachers.

The CALL graduate certificate is intended to meet employment needs in the sense that all instructors are expected to be proficient in instructional technologies. This program would thus increase students’ employment prospects and improve their ability to perform their job.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

Within Idaho, the proposed graduate certificate will be promoted to elementary and high school teachers through the Idaho Association of Teachers of Language and Culture (IATLC), as well as through district coordinators throughout the state.

Given that the market for this proposed graduate certificate is also national in scope, we will promote this new program to educators who frequent special interest groups in social media, web sites, and conferences. In particular, we plan to advertise through the American Council on the Teaching of Foreign Languages (ACTFL).

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Any effort in the state to increase a teacher’s ability to effectively and creatively deliver language learning content, thereby increasing the number of Idahoans that are proficient in a second or third language has an economic impact for the state of Idaho. When more Idahoans can communicate in multiple languages they will find their employment opportunities increase as they have a valuable skill companies need in their employees. Additionally, these companies can

more effectively seek business opportunities overseas, helping to make Idaho a more significant player in the global economy.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Coursework focus on the utilization of technologies that help teach students. Classroom applications such as these are intended to stimulate learning. Nevertheless, strengthening the educational system in Idaho will yield long-term economic benefits for the state.

e. If Associate's degree, transferability:

N/A

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

There are no similar existing programs in the state.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
N/A	N/A	N/A

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Arizona State University	Graduate Certificate in CALL	IN PERSON ONLY: 15 credits, focuses on using technology in foreign language teaching and research.
University of Arizona	Graduate Certificate in Technology in Second Language Teaching	IN PERSON ONLY: 15 credits, introduction to various classroom and language-learning technologies and how they are used to assist second language acquisition and second language teaching

4. Justification for Duplication with another institution listed above. (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed

program.

N/A

5. Describe how this request supports the institution's vision and/or strategic plan.

The mission of the graduate certificate in CALL would align in several ways with the university's mission. One of the university's stated strategies for achieving the goals of "Focus on Effectiveness" is to "Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education." As the study of languages is inextricably linked to the study of the cultures from which they emerge, the Department of World Languages is one of the primary academic units on campus charged with carrying out this aspect of the strategic plan, and the coursework that would lead to the graduate certificate would directly support our mission by offering advanced training in the overlapping fields of Linguistics and Educational Technology with the aim of enhancing the expertise of language instructors in Idaho and across the nation. Another component of Boise State's strategic plan is to support interdisciplinary collaboration and transdisciplinary degree programs. This certificate would rely on interdepartmental collaboration and cross disciplinary boundaries by drawing on research in the fields of Applied Linguistics and Educational Technology.

6. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Student Authentication: Because the proposed certificate program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.

- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.**

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes _____ No X _____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes _____ No X _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**
When did consideration of and planning for the new program begin?

Graduate certificate programs are not required to be listed on institution's 5 year plans.

- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

As a metropolitan research university in the most heavily populated area of Idaho, we have a responsibility to support K-12 teachers in all disciplines who seek to obtain

additional expertise. There is currently no opportunity for World Languages teachers to pursue graduate study in the State of Idaho. This program would provide an important first step toward supporting our teachers with graduate instruction in their field of expertise, and will be available to instructors of all languages.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

N/A

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

N/A

- iv. Is the program request or program change in response to accreditation requirements or recommendations?

N/A

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

N/A

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	12
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	12

- b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

None.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

This program addresses the need for Foreign Language Teachers at all levels to be able to effectively implement technology in the language classroom.

Specific program learning outcomes include:

1. Describe, discuss and synthesize contemporary theories of Second Language Development (SLD).
2. Evaluate instructional technologies through the lens of the world language classroom and predict the potential for augmented language development.
3. Articulate a pedagogical framework for language learning where instructional technologies can be integrated appropriately and successfully.
4. Design a Web 2.0 technology that contributes to the growing field of Computer Assisted Language Learning (CALL) or develop a comprehensive curriculum that integrates SLD and CALL successfully and appropriately for your classroom context.

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The program will use required student Portfolios to map student work (Portfolio artifacts) to specific student learning outcomes. The Program Director will use a rubric to review the artifacts to determine the degree to which student learning outcomes have been met and how curriculum might be altered in the future to improve student learning.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Data will be shared with the Departmental Steering Committee and actions will be developed to address concerns that are raised.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures will include assessment of e-portfolios, lesson plans, and classroom activities as well as classroom observations.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment of outcomes for a particular course will occur each time the course is offered. Assessment of all program outcomes will be assessed on a three-year cycle as by submitting Program Assessment Reports to the university.

Enrollments and Graduates

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	N/A							
ISU	N/A							
UI	N/A							
LCSC	N/A							

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Graduate Certificate Computer Assisted Language Learning											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20	FY21	FY22	FY23	FY24	FY25	FY20 (first year)	FY21	FY22	FY23	FY24	FY25
7	10	12	15	15	15	0	5	7	9	12	12

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

This program is designed for working professionals, so all new students will be assumed to be part-time. Given the proposed course offering rotation, it will be possible to complete the program within 13 months. The first course will be offered in summer 2019, so the first possible graduation would be summer 2020. We anticipate that some students will take courses only during the summer, so not all students enrolled in year 1 will graduate in 13 months. The capacity for the program according to the planned course schedule is 20 students. If demand increases beyond 20 students per year, we will consider the possibility of teaching FORLNG 510 and 520 annually

rather than biennially. The projected numbers are based on current enrollments in FORLNG 410, an undergraduate language teaching methodology course, as well as recent enrollments in professional development workshops offered by the department, which have exceeded 50.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The minimum enrollment necessary for the program to support itself through the online fee model is 8 students. This number of students will generate sufficient revenue to pay the instructor a full summer salary according to the standard formula for calculating summer pay for full-time instructors. If, after two years, enrollments are lower than 8 students in these classes and there is insufficient carry-forward to pay the full summer salary for the course, the instructor will be asked to prorate their summer salary or cancel the course. If, after five years, enrollments are regularly insufficient and the instructor chooses to cancel the class rather than prorate on a regular basis, the program will be discontinued.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The department already possesses the computer equipment needed to deliver the new courses for this program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

None needed.

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the

library resources are to be provided.

Current library resources are adequate. No additional library space or personnel will be required. No impact on existing programs is anticipated. Students will use the library primarily by accessing existing databases.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources will be required.

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The two new courses that will be developed for this program, FORLNG 510 and 520, will be offered during the summer, outside of the instructor's 9-month contract. Therefore, the only additional personnel resources needed will be summer salary for the instructor, which will be generated through student fees.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The Department of World Languages is already a highly functioning unit with sufficient infrastructure to support one additional summer course offering per year. The Department of Educational Technology employs a full-time advisor who will provide advising services in conjunction with World Languages. The EDTECH courses for this program are already offered and can accommodate additional students.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The impact on existing resources will be minimal because the additional teaching load will occur outside of the regular 9-month contract. Review of applications will require a limited amount of additional service during the regular academic year. This will be offset by the hire of an additional tenure-line colleague in World Languages in another program, which is already assured for FY20. Thus, there should be no impact on quality or productivity of existing programs.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The instructor who will deliver the two new courses is already employed in the Department of World Languages, so no new hires will be required. They will teach the new courses during the summer, outside of their 9-month contract, and will thus only require summer salary, which will be generated through student fees. The following is the class schedule for 2019-2022:

Summer 2019: FORLNG 510 Summer salary for instructor
Summer 2020: FORLNG 520 Summer salary for instructor
Summer 2021: FORLNG 510 Summer salary for instructor
Summer 2022: FORLNG 520 Summer salary for instructor

EDTECH courses are already offered on a regular basis and will not require additional resources.

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be set at \$478 per credit.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

For the 12 credits required for completion of the certificate, students will pay an online program fee of \$478 per credit. The total cost of those 12 credits would be \$5,735.

We project that by the fourth year of the program, it will generate 120SCH, which will yield a total revenue of \$57,350.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - Second and third year estimates should be in constant dollars.
 - Amounts should reconcile subsequent pages where budget explanations are provided.
 - If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
 - Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

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Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 20		FY 21		FY 22		FY 23	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	2.33	7	5.00	10	5.00	10	5.00	10
B. Shifting enrollments			1.17	7	1.67	10	1.67	10
Total Enrollment	2.33	7	6.17	17	6.67	20	6.67	20

II. REVENUE

	FY 20		FY 21		FY 22		FY 23	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds								
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments		\$0.00		\$0.00				
5. Student Fees		\$20,073		\$53,049		\$57,350		\$57,350
6. Other (i.e., Gifts)								
Total Revenue	\$0	\$20,073	\$0	\$53,049	\$0	\$57,350	\$0	\$57,350

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:

>1 FTE = 18 credits

>Headcount determined as the distinct number of students in the program that year.

II.5. Student Fee revenue calculated as Student Credit Hours * \$478 per credit.

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III. EXPENDITURES										
			FY 20		FY 21		FY 22		FY 23	
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE			0.0	0.33	0.0	0.50	0.0	0.50	0.0	0.50
2. Faculty				\$10,486		\$20,982		\$21,162		\$21,347
3. Adjunct Faculty				\$0.00		\$0.00		\$0.00		\$0.00
4. Graduate/Undergrad Assistants				\$0.00		\$0.00		\$0.00		\$0.00
5. Research Personnel				\$0.00		\$0.00		\$0.00		\$0.00
6. Directors/Administrators										
7. Administrative Support Personnel										
8. Fringe Benefits				\$3,565		\$7,430		\$7,500		\$7,572
9. Other:										
Total Personnel and Costs			\$0	\$14,051	\$0	\$28,412	\$0	\$28,662	\$0	\$28,920
Budget Notes (continued)										
III.A.2	9 month faculty FTE: Calculated using (Credit hour load)/18									
III.A.8	Benefits calculated: \$11,650+(annual wage*20.94%)									

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		FY 20		FY 21		FY 22		FY 23	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel			\$3,700						
2. Professional Services									
3. Other Services									
4. Communications									
5. Materials and Supplies									
6. Rentals									
7. Materials & Goods for Manufacture & Resale									
8. Miscellaneous									
Total Operating Expenditures		\$0	\$3,700	\$0	\$0	\$0	\$0	\$0	\$0
Budget Notes (continued):									
III.B.1	Travel to industry conference in year 1 to market program								
		FY 20		FY 21		FY 22		FY 23	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay									
1. Library Resources		\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment									
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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		FY 20		FY 21		FY 22		FY 23			
D. Capital Facilities Construction or Major Renovation											
E. Indirect Costs (overhead)											
	Boise State University Sup	\$0.00	\$6,022	\$0.00	\$15,915	\$0.00	\$17,205	\$0.00	\$17,205		
	Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Other											
Total Indirect Costs		\$0	\$6,022	\$0	\$15,915	\$0	\$17,205	\$0	\$17,205		
TOTAL EXPENDITURES:		\$0	\$23,773	\$0	\$44,327	\$0	\$45,867	\$0	\$46,125		
Net Income (Deficit)		\$0	-\$3,700	\$0	\$8,723	\$0	\$11,483	\$0	\$11,226		
Budget Notes:											
III.E.1	Boise State University Support is defined as follows:										
	Boise State Central Services (15.00% of revenue): A fund dedicated to funding support services for online students.										
	Boise State eCampus Center (11.00% of revenue): Provide funding for initiative management, online course/program development and other support services										
	Boise State Online Innovation Fund (4.00% of revenue): Seed funding for academic programs, course development stipends to faculty, and eventually innovation grants										

Appendix A: Curriculum

Graduate Certificate in Computer Assisted Language Learning	
<i>Course Number and Title</i>	<i>Credits</i>
EDTECH 501 Introduction to Educational Technology	3
FORLNG 510 Foundations of Second Language Acquisition	3
FORLNG 520 Foundations of Technology-Enhanced Language Learning	3
Choose one of the following elective courses: EDTECH 502 Creating Educational Websites EDTECH 503 Instructional Design EDTECH 504 Theoretical Foundations of Educational Technology EDTECH 505 Evaluation for Educational Technologists EDTECH 534 Mobile App Design for Teaching and Learning EDTECH 541 Integrating Technology into the Classroom Curriculum	3
Total	12

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SUBJECT

Higher Education Research Council Annual Update

REFERENCE

February 2015	The Board approved changes to the Higher Education Research Strategic Plan.
October 2015	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan.
December 2016	The Board approved changes to the Higher Education Research Strategic Plan.
February 2017	The Board was provided the annual update of the Higher Education Research Council.
February 2018	The Board was provided the annual update of the Higher Education Research Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: EDUCATIONAL ATTAINMENT – Objective A: Higher Level of Educational Attainment
Goal 4: WORKFORCE READINESS – Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Board Policy III.W, Higher Education Research, recognizes the significant role research plays in innovation, economic development and enhanced quality of educational programs. By developing and leveraging the state's unique research expertise and strengths, Idaho's universities and college serve as catalyst to spur the creation of new knowledge, technologies, products and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources allocated by the Board for higher education research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the state.

The Statewide Strategic Plan for research assists in the identification of research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and government and are in alignment with identified areas of strength at our public universities. Changes to the strategic plan were approved by the Board in December 2016.

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The plan represents the role Idaho's research universities play in driving innovation, economic development, and enhancing the quality of educational programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing the universities; research opportunities Idaho should capitalize upon to further build its research base; goals to build the research pipeline through engaging undergraduate students; and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC IGEM Fund programs, disbursement of Infrastructure Funds and the matching funds for our Idaho EPSCoR Track 1 project (Managing Idaho's Landscapes for Ecosystem Services). Additional responsibilities include receiving annual reporting on the institutions activities in relation to the Center for Advanced Energy Studies (CAES).

Incubation Fund projects are single-year projects that are at the proof-of-concept stage. Through a competitive process, HERC awards funds to those projects where the principal investigator can rapidly move their project into the development stage. IGEM Fund projects are those that are designed to develop spin-off companies. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

CAES is a research and education consortium between the Idaho National Laboratory, the University of Wyoming, and the three Idaho public research institutions: Boise State University, Idaho State University, and the University of Idaho.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide HERC, through the Council's Chair, input on areas of focus or strategic direction.

ATTACHMENTS

- Attachment 1 – Statewide Strategic Plan for Higher Education Research
- Attachment 2 – FY18 Performance Measure Report
- Attachment 3 – FY18 Research Activity Report
- Attachment 4 – FY18 Infrastructure Summary Report
- Attachment 5 – FY18 Undergraduate Research Report
- Attachment 6 – FY18 Idaho Conference on Undergraduate Research
- Attachment 7 – HERC FY19 Budget Allocation
- Attachment 8 – FY19 IGEM Fund Summaries
- Attachment 9 – 2018 CAES Annual Report
- Attachment 10 – Draft presentation to the Board

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STAFF COMMENTS AND RECOMMENDATIONS

In addition to the responsibility for recommendations to the Board on the Board's Higher Education Research Strategic plan, HERC is responsible for distributing approximately \$4.2M in funds used for the mission of HERC and to incentivize industry and institution research partnerships. Attachment 2 is the October 2018 performance measure report, Attachment 3, is the research institutions' annual research activity reports, Attachment 4 summarizes the infrastructure funding in FY18, Attachment 5 is the institutions' report on undergraduate research, Attachment 6 is the report on the Idaho Conference on Undergraduate Research, Attachment 7 outlines HERC's FY19 budget allocation, and Attachment 8 are summaries of the projects funded by HERC in FY19. Attachment 9 is the annual report for CAES.

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. HERC uses a competitive process for distributing funds from the Incubation Fund category and the HERC IGEN Fund category. All proposals that are considered must be in alignment with the Board's Higher Education Research Strategic Plan.

BOARD ACTION

This item is for informational purposes only.

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HIGHER EDUCATION RESEARCH STRATEGIC PLAN

(2017-2022)

Submitted by: Higher Education Research Council

State Board of Education Approved December 2016

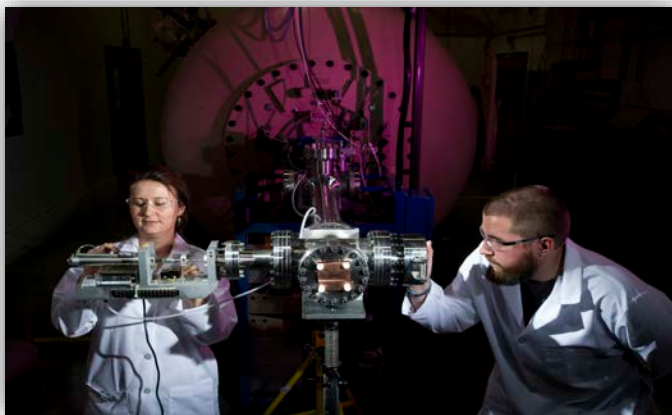
EXECUTIVE SUMMARY

Research is being increasingly acknowledged by industry, government and education as a key factor in the future economic vitality of Idaho. The universities and colleges of Idaho's system of higher education understand the need for greater collaboration in order to be competitive in today's global environment. Recognizing the need to focus on and emphasize existing strengths and opportunities in Idaho's research community, the vice presidents for research and economic development developed the following statewide strategic plan for research to ensure the greatest potential for achieving a vital and sustainable research base for Idaho. The strategic plan identifies the key research areas (basic, translational and clinical) that will become the focal points for research and economic development through partnering among academia, industry and government in science, technology, and creative activity.



Research is fundamental to the mission of a university due to its role in knowledge discovery and in providing new ideas for technology commercialization via patents, copyright, licenses and startup companies. University faculty who engage in research and creative activity are at the leading edge of their respective fields. Research also enhances the national reputation of the faculty and the universities. These faculty and their vibrant research programs attract

the best graduate and undergraduate students by providing unique cutting-edge learning experiences in their research laboratories, studios, field sites and classrooms. On the most basic level, and also bolstered through collaborative, interdisciplinary and interprofessional research, such activities strengthen a university's primary product — innovative, well-educated students ready to enter a competitive workforce.



Research is the foundation of a university's economic development role. The influx of research dollars from external grants and contracts creates new jobs at the university, along with the attendant purchases of supplies, services, materials and equipment. The results of the research are new knowledge,

new ideas, and new processes, which lead to patents, startup companies, more efficient businesses as well as a highly trained workforce prepared to tackle 21st century challenges.

Idaho's research universities have strengths and opportunities for economic development in 1) Energy Systems, 2) Natural Resource Utilization and Conservation, 3) Biomedical and Healthcare Sciences, 4) Novel Materials and 5) Systems Engineering and Cybersecurity.

By focusing collaborative efforts in these areas, the research universities will expand research success by:

- Helping Idaho institutions focus on their research strengths;
- Strengthening collaboration among Idaho institutions;
- Creating research and development opportunities that build relationships between universities and the private sector;
- Contributing to the economic development of the State of Idaho;
- Enhancing learning and professional development through research and scholarly activity – also by promoting interdisciplinary and inter-professional research; and
- Building and improving the research infrastructure of Idaho universities to meet current and future research needs.

This statewide Strategic Research Plan for Idaho Higher Education is a tool for identifying and attaining quantifiable goals for research and economic growth and success in Idaho. The plan will be reviewed and updated annually as needed amid the fast-changing pace of research discovery.





VISION

Idaho's public universities will be a catalyst and engine to spur creation of new knowledge, technologies, products and industries that lead to advances and opportunities for economic growth and enhance the quality of life in Idaho and the nation.

MISSION

The research mission for Idaho's universities is to develop a sustainable resource base by:

- Identifying, recruiting and retaining top faculty with expertise in key research areas;
- Building research infrastructure including facilities, instrumentation, connectivity and database systems to support an expanding statewide and national research platform;
- Attracting top-tier students to Idaho universities at the undergraduate and graduate levels and providing outstanding education and research opportunities that will prepare them to excel in future careers;
- Raising awareness among state, national and international constituencies about the research excellence and capabilities of Idaho's universities by developing and implementing targeted outreach, programs and policies; and
- Collaborating with external public, private, state and national entities to further the shared research agenda for the state, thereby promoting economic and workforce development and addressing the needs and challenges of the state, region and nation.



GOALS AND OBJECTIVES

Goal 1: Increase research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.

Objective 1.A: Ensure growth and sustainability of public university research efforts.

Performance Measure 1.A.1: Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.

Benchmark: 10% increase per year.

Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).

Performance Measure 1.B.1: Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.

Benchmark: 10% increase per year.

Objective 1.C: Expand joint research ventures among the state universities.

Performance Measure 1.C.1: Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).

Benchmark: 50% increase per year.

Performance Measure 1.C.2: Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). Benchmark: 30% increase per year.

Performance Measure 1.C.3: Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.

Benchmark: 1 per year

Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.

Objective 2.A: Increase the number of sponsored projects involving the private sector.

Performance Measure 2.A.1: Number of new sponsored projects involving the private sector.

Benchmark: 50% increase per year.

Goal 3: Contribute to the economic development of the State of Idaho.

Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.

Performance Measure 3.A.1: Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).

Benchmark: 15% increase per year.

Performance Measure 3.A.2: Number of invention disclosures (including biomic varieties).

Benchmark: 1 for every \$2M of research expenditures.

Performance Measure: 3.A.3: Amount of licensing revenues.

Benchmark: 10% increase per year.

Performance Measure: 3.A.4: Number of startup companies.

Benchmark: 10% increase per year.

Goal 4: Enhance learning and professional development through research and scholarly activity.

Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.

Performance Measure 4.A.1: Number of undergraduate and graduate students paid from sponsored projects.

Benchmark: 20% increase per year.

Performance Measure 4.A.2: Percentage of baccalaureate students who had a research experience.

Benchmark: 20% increase per year.

Performance Measure 4.A.3: Number of faculty and staff paid from sponsored projects.

Benchmark: 20% increase per year.

RESEARCH OPPORTUNITIES

Idaho's research universities have developed statewide strengths in strategic research areas that have great potential to drive future economic growth and success. The criteria used to select these areas include: number of faculty and qualifications; peer-reviewed publications and impact; infrastructure (facilities, equipment, information technology, staff); external grant and contract funding; academic programs; student involvement; potential benefit to the State of Idaho; and technology transfer activity, including patents, licenses, and startup companies. By focusing collective research efforts and resources in these areas, the universities will be on the most efficient and effective route to research success and state-wide economic development. These high impact areas include 1) Energy Systems, 2) Natural Resource Utilization and Conservation, 3) Biomedical and Healthcare Sciences, 4) Novel Materials, and 5) Systems Engineering and Cybersecurity.

Energy Systems: Energy is a critical driver of any economy. The projected increases in the population of the world and increases in the standard of living will produce severe strains on the ability to meet the demands of the next few decades. In addition, finite reserves of fossil fuels and pollution from their combustion requires that alternative sources of energy production be developed. The combination of natural resources in Idaho and presence of the Idaho National Laboratory makes energy a natural area of emphasis. Indeed, the three universities with research capabilities already have extensive research projects in this area. The Center for Advanced Energy Studies (CAES) is an example of the significant investment the three Idaho universities, the University of Wyoming, and the Idaho National Laboratory have made to develop expertise in nuclear science and engineering, materials science and engineering, energy systems design and analysis, fossil carbon conversion, geological systems and applications, energy policy and cybersecurity, and environmental and resource sustainability. Further growth in these areas not only takes advantage of the strong base but strongly supports a positive economic impact through new markets for new product development

Natural Resource Utilization and Conservation: In the broad field of natural resource utilization and conservation, Idaho's universities have expertise in water resources, wildfire management and restoration, agriculture, forestry, recreation, and geophysics and geochemical detection, geographical information systems, and monitoring of groundwater pollutants. For example, university geologists, ecologists, and policy experts are collaborating on broad-ranging research projects that examine and predict the impact of climate change on Idaho's water resources. As water is essential to agriculture, recreation, the ecosystem, and human health, the universities have research strength in an area of tremendous societal and economic impact. Agriculture remains an important part of the economy of Idaho. Development of new biomic varieties with improved resistance to disease and climate change remain an area of importance as does the development of new feeds for domestic fish production. The often competing demands for preservation and exploitation put on the environment require understanding of the various ecosystems in the state and region as well as societal, human health, and

economic impacts of policy decisions. Recent national research imperatives, as particularly captured in National Science Foundation's Innovation at the Nexus of Food, Energy, and Water Systems (INFEWS) foundation-wide program and the Department of Energy's report Water-Energy Nexus: Challenges and Opportunities increasingly require multi-sectoral, multi-disciplinary approaches to problems in natural resource utilization and conservation. The depth and breadth of relevant research expertise in the biophysical, rural health and social science fields within Idaho's universities underscores an opportunity that a national emphasis on food, energy, and water security provides. Provided that enhanced coordination and collaboration between Idaho's universities can be successfully executed, we are particularly well-placed to exhibit national and international leadership at the nexus of food, energy, water system research. The future economic success of the state will rely on a deep understanding of these processes.

Biomedical and Healthcare Sciences: Idaho's universities have well-established research programs in selected areas of biological and biomedical sciences. University microbiologists and informatics experts, for example, study real-time change in pathogenic microorganisms that enable them to become resistant to drugs and chemical toxins thus resulting in worsening human disease and mortality rates. These effects are not restricted to humans, domestic and wild animals as well as food plants and trees are experiencing the same phenomena. Also, weeds are becoming resistant to herbicides. These phenomena are having a significant negative impact on Idaho's agriculture and forests. Further stress is being put on these important commercial sectors through climate variability. Research in these areas is critical for preserving important economic sectors of Idaho's economy while addressing future global needs.

The public health infrastructure in rural Idaho is not well understood but is potentially the most fragile aspect of the state's health care system. The rural environment, especially typical in Idaho where agriculture, manufacturing, and fishing are important or dominant parts of the economy, presents extraordinary threats to health. Agriculture brings the use of pesticides and herbicides as well as heavy and potentially dangerous machinery. Manufacturing – depending on the type – is a consistently hazardous industry, and employees involved in fishing and forestry are at much higher risks of trauma. Healthcare and in particular a focus on rural health, provides significant opportunities for economic development in Idaho. Partnerships with private entities in the healthcare industry, funding through the National Institutes of Health and other federal agencies utilize the natural laboratory of Idaho's rural population. Idaho's universities' contributions towards this emerging area of scholarship will add to the global competitiveness of the United States and the State.

Novel Materials: The global materials industry is worth an estimated \$550 billion, conservatively. Materials revolutionize our lives by offering advanced performance and new possibilities for design and usage. For example, the market for biocompatible materials has grown from a few to \$60B in the past decade. Market size is growing for materials in emerging areas such photonic materials, electronic and dielectric materials, functional coatings, and green materials. Materials research in Idaho is conducted by a wide range of scientists in diverse fields. Across the state, faculty members in Biology, Chemistry, Geosciences, Physics, Electrical Engineering, Mechanical Engineering ,

Nuclear Engineering and Materials Science and Engineering conduct research on improving and developing new materials. Current materials researchers in Idaho cover a broad spectrum of specializations, including semiconductor device reliability, microelectronic packaging, shape memory alloys, DNA machinery, environmental degradation, materials for extreme environments, biomaterials and bio-machinery, materials characterization, and materials modeling. Nanoscale materials and devices, functional materials and their uses and materials for energy applications are a focus of research throughout the state. These areas of research are highly synergistic with local industries and the Idaho National Laboratory (INL). Access to materials characterization equipment and processing laboratories has resulted in collaborations with small businesses and start-up companies.

Systems Engineering and Cybersecurity: Device control, information management, and cybersecurity are an essential part of 21st century life and, therefore, are an important part of educational requirements. For instance, large amounts of sensitive data are collected, processed, and stored electronically but must be accessed and moved in order to have any impact. In fact, many systems are computer controlled through networks. These include such things as the electric transmission grid and transportation in major cities. The universities are beginning to develop research expertise in software development and data management lifecycle design and operations and secure and dependable system design and operations. This area provides a significant area of opportunity for positive economic impact in Idaho, partnerships with the Idaho National Laboratory, and in improving the global competitiveness of the United States. There are already a significant number of firms in Idaho whose interests are in software development for device control, information management and processing. In addition, many of the major research projects being undertaken in the region by various state and federal agencies as well as the universities require the handling of significant amounts of data in a secure and dependable fashion. Currently, research funding in the universities from private and governmental sources is limited by the number of qualified personnel. In addition, within Idaho there is a high demand for graduates at all levels in computer science, hence workforce development in these areas should be a matter of urgency.

EXTERNAL FACTORS: IDAHO RESEARCH ADVANTAGES AND CHALLENGES

There are unique advantages and challenges to research in Idaho. This document seeks to provide guidance on building upon the advantages present in Idaho and address the challenges through the goals in this strategic plan.

Research Advantages

The Idaho National Laboratory (INL) and the Center for Advanced Energy Studies: Idaho is fortunate to be home to the Idaho National Laboratory, one of only 17 U.S. Department of Energy national laboratories in the U.S. The INL's unique history and expertise in nuclear energy, environmental sciences and engineering, alternative forms

of energy, and biological and geological sciences and related fields provides an excellent opportunity for research collaboration with Idaho's university faculty in the sciences, engineering, business and other fields.

The Center for Advanced Energy Studies (CAES), established at the request of the U.S. Department of Energy, is a public-private partnership that includes Idaho's research universities (Boise State University, Idaho State University, and the University of Idaho), the University of Wyoming, and the Battelle Energy Alliance (BEA), which manages the INL. The CAES partners work together to create unique educational and research opportunities that blend the talents and capabilities of Idaho's universities and the INL. A 55,000 square-foot research facility in Idaho Falls supports the CAES energy mission with laboratory space and equipment for students, faculty, and INL staff in collaborative research projects. The State of Idaho invests \$3M per year in direct support of the three Idaho research universities.

Natural Resources: Idaho's beautiful natural resources are well known to fishermen, hunters, skiers, and other outdoor enthusiasts. Through its rivers, forests, wildlife, geological formations, and rangelands, Idaho itself is a unique natural laboratory for geological, ecological, and forestry studies. Idaho is home to some of the largest tracts of remote wilderness in the lower 48 states. In addition, the proximity of Yellowstone National Park and the Great Salt Lake provide additional one of a kind opportunities for ecology and geology research.

Small Population: Idaho's relatively small population of 1.6 million people enables every group in the state to be included in research surveys, providing more accurate information than a sampling of only some groups.

Intrastate Networks: The existing networks within the state, including agricultural extension services and rural health networks, provide a foundation for collecting research data from across the state, and rapidly implementing new policies and practices as a result of research discoveries.

Research Challenges

The goals set forth in this strategic plan are specifically designed to address challenges in Idaho. These challenges are identified below and include a description of the challenge and the goal from this strategic plan that addresses that specific challenge.

Lack of Coordination Among Universities In Advancing Research and Economic Development (technology transfer): By and large the research universities have not coordinated and shared their technology transfer and economic development activities among themselves. This not only decreases each university's competitiveness at the national and state level but also increases the costs for achieving a particular goal. There is some redundancy in programs, services and infrastructure between the universities. This duplication both limits the success that any one university can achieve and increases the cost.

Historical Competition Between Universities: One of the greatest problems with growing the research and economic development enterprise within the Idaho university arena has been the competitiveness between research universities. This problem existed at all levels within the universities themselves, extended through university administration to the state level, and was even prevalent in the press. While competition between the universities is to be expected when all are competing for a finite pot of money within the state and is even healthy at some level, the level of competition was counterproductive. The real competition that Idaho universities face is other universities in the United States when it comes to research dollars and attracting faculty and students. Economic development is also not a competition between the state universities but rather a competition with other states.

Goal 1 is designed to remedy these two challenges by “increas(ing) research at, and collaboration among Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.”

Competition from Other Universities: In research, university faculty competes nationally for grant funds from federal agencies such as the National Science Foundation, Department of Energy, and the Department of Health and Human Services. Many other states’ universities are well ahead of Idaho’s universities in terms of state funding per student, patent royalty income, endowments, etc., and are able to move ahead at a faster pace, leaving Idaho universities further behind as time goes on.

Goals 1 and 2 are designed to make Idaho’s research universities more competitive nationally and globally through collaboration with each other and by “(strengthening) the relationship between state universities and the private sector.”

University Culture: Each of Idaho’s research universities aspires to greater levels of achievement in research and creative activity, yet many faculty at each of the universities are not fully engaged on a national level in their respective fields. This is changing for the better under new leadership and with new research-active faculty hires at each institution, but these cultural differences remain, resulting in discomfort with change aimed at making the universities more nationally competitive.

While Goal 1 urges the researchers at Idaho’s universities to keep a national and global vision for their research, Goal 4 aims to enhance the research capabilities of faculty by “(enhancing) learning and professional development.”

Private Sector Support: Idaho has very little high-technology industry within its borders. This reduces the potential for developing an applied research initiative within the universities that, in many states, provides one important arm of economic development and technology transfer. This also means that it is much harder to develop those private/public partnerships that provide the universities with additional capital to construct research and technology transfer facilities.

The private sector plays a critical role in research. Goal 2 states that we will “create research and development opportunities that strengthen the relationship between state universities and the private sector.”

Fragmented Economic Development Initiatives: There are seemingly too many economic development initiatives in Idaho and they are not well coordinated. It is imperative that state, university, and community initiatives work together toward common and agreed to goals. As it is, little progress is being made towards developing an economic strategy for the state that includes the research universities and little money has been secured to drive the economic development process. In fact, it is not uncommon to find that different entities in Idaho are competing against each other.

Positive economic impact is the result of well-organized and collaborative research. It requires strategic planning and execution. Goal 3 indicates that Idaho’s research universities focus on “(contributing) to the positive economic impact of the State of Idaho.”

Conclusion

This statewide Strategic Research Plan for Idaho Higher Education provides a framework to mitigate these external challenges and help Idaho institutions continue to focus on their research strengths. Overcoming the challenges discussed in this document will require enhanced cooperation between the functional groups at each Idaho university, fueled by a desire to work together towards the common goal of improving Idaho’s economy for future generations.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 19, 2019**

ATTACHMENT 2

Performance Measure	FY 2014	FY 2015	FY 2016	FY 2017	FY2018	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$142,771,851	\$146,699,825	\$154,989,123	\$163,093,485	Not yet available	10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$13,545,198	\$10,116,040	\$8,561,218	\$9,489,612	Not yet available	10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	77	69	92	119	100	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	53	42	58	70	76	30% annual increase
Number of new sponsored projects involving the private sector.	183	133	165	163	172	50% annual increase
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	34	50	44	33	29	15% annual increase
Number of invention disclosures (including plant varieties)	47	29	40	38	45	1 for every \$2M of research expenditures
Amount of licensing revenues.	\$1,192,007	\$441,071	\$724,316	\$1,271,819	\$ 1,869,718	10% annual increase
Number of startup companies.	0	0	8	1	1	10% annual increase
Number of undergraduate students paid from sponsored projects.	1,383	1,699	1,683	1,811	2,100	20% annual increase
Number of graduate students paid from sponsored projects.	860	648	636	716	656	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	UI: 58.8%, BSU: Not Reported, ISU: Not Reported	UI: 57.85%, BSU: Not Reported, ISU: 71%	UI: 60.4%, BSU: Not Reported, ISU: 13%	UI: 65.95%, BSU: Not Reported, ISU: 12.1%	UI: 62.71%, BSU: Not Reported, ISU: 19.56%	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,050	2,375	2,272	2,383	2,418	20% annual increase
K-20 Statewide Stratgic Plan Performance Measures						
Percentage of students participating in undergraduate research.	N/A	N/A	48%	51%	UI: 61.07%, BSU: 37% ISU: 45%	30%
Total amount of research expenditures	\$73,726,315	\$101,830,918	\$102,430,041	\$98,655,844	\$96,791,359	
Institution expenditures from competitive Federally funded grants	\$81,951,549	\$106,047,448	\$104,850,624	\$104,822,280	\$109,419,029	\$112M annually
Institution expenditures from competitive industry funded grants	\$7,748,543	\$7,389,079	\$8,732,410	\$9,681,210	\$62,830,537	\$7.2M annually
Measure of production of intellectual property:						
Number of startups	0	0	8	1	1	10% annual increase
Number of patents	13	10	18	4	1	10% annual increase
Number of student internships	2,109	2,090	2,294	2,186	2,191	

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

JUNE 19, 2019
University of Idaho

ATTACHMENT 2

Performance Measure	FY 2014	FY 2015	FY 2016	FY2017	FY2018	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$95,593,851	\$97,492,825	\$102,457,123	\$109,537,485	\$111,589,983	10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$4,613,198	\$3,940,040	\$3,694,218	\$4,128,612	\$3,926,015	10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	24	25	18	30	23	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	10	14	12	12	14	30% annual increase
Number of new sponsored projects involving the private sector (See Note A below)	53 (a); 15 (b)	45 (a); 12 (b)	47 (a); 18 (b)	47 (a); 19 (b)	47 (a); 19 (b)	50% annual increase
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	7	11	13	5	5	15% annual increase
Number of invention disclosures (including plant varieties)	18	14	18	21	24	1 for every \$2M of research expenditures
Amount of licensing revenues.	\$1,156,407	\$419,596	\$570,469	\$1,232,588	\$1,844,878	10% annual increase
Number of startup companies.	0	0	0	0	0	10% annual increase
Number of undergraduate students paid from sponsored projects.	489	575	697	696	765	20% annual increase
Number of graduate students paid from sponsored projects.	488	574	463	544	500	20% annual increase
Number of baccalaureate students who graduated in STEM disciplines and had a research experience (Note B)	411/699	361/624	366/606	403/611	360/574	
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience (Note B)	58.80%	57.85%	60.40%	65.95%	62.71%	20% annual increase
Number of faculty and staff paid from sponsored projects.	1,153	1,175	1,231	1,269	1,263	20% annual increase
K-20 Statewide Strategic Plan Performance Measures						
Percentage of students participating in internships (Note C)	1,326	764	6.64% (909 of 13700)	6.42% (879 of 13700)	5.99% (812 of 13,553)	30%

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 19, 2019**

ATTACHMENT 2

Number of students participating in undergraduate research (Note B)	1124 / 1886	1079 / 1765	992 / 1687	1001 / 1550	885/1449	
Percentage of students participating in undergraduate research (Note B)	59.60%	61.13%	58.80%	64.58%	61.07%	30%
Total amount of research expenditures	\$56,385,826	\$54,955,421	\$ 55,893,584	\$ 57,114,745	\$ 57,082,023	20% increase by 2021
Institution expenditures from competitive Federally funded grants	\$64,567,276	\$63,565,943	\$63,328,954	\$64,092,411	\$65,309,507	\$112M annually
Institution expenditures from competitive industry funded grants (Note A)	\$1,452,711 (a); \$4,221,605 (b)	\$1,527,156 (a); \$3,895,740 (b)	\$1,825,722 (a); \$3,474,729 (b)	\$1,804,800 (a); \$2,996,496 (b)	\$1,758,830 (a); \$3,466,925 (b)	\$7.2M annually
Measure of production of intellectual property:						
Number of startups	0	0	0	0	0	10% annual increase
Number of patents	7	7	3	1	1	10% annual increase
Number of invention disclosures (including plant varieties)	18	14	18	21	24	10% annual increase

Performance Measure Explanatory Notes:

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

Note B - Due to process improvement, previous years have been corrected to reflect correct figures.

Note C - In FY13 to FY15 we had to report the number of internships. Starting in FY16 we had to report % of internships so provided the number and % for FY16

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

JUNE 19, 2019

ATTACHMENT 2

Performance Measure	FY 2015	FY 2016	FY2017	FY2018	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$31.341 Million	\$32.085 Million	\$34.992 Million	Not Available	10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$2.090 Million	\$1.745 Million	\$2.071 Million	Not Available	10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). [1]	26	44	60	50	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). [2]	15	19	26	27	30% annual increase
Number of new sponsored projects involving the private sector. [3]	a) 10; b) 12	a) 22; b) 13	a) 17 b) 16	a) 8 b) 20	50% annual increase
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	38	29	28	24	15% annual increase
Number of invention disclosures (including plant varieties)	15	16	14	14	1 for every \$2M of research expenditures
Amount of licensing revenues. *	\$21,475	\$53,847	\$39,231	\$24,840	10% annual increase
Number of startup companies.	0	5	0	1	10% annual increase
Number of undergraduate students paid from sponsored projects.	807	836	946	1,136	20% annual increase
Number of graduate students paid from sponsored projects.**					20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.**					20% annual increase
Number of faculty and staff paid from sponsored projects.	676	784	867	963	20% annual increase
K-20 Statewide Strategic Plan Performance Measures					
Percentage of students participating in undergraduate research.	29.40%	35.2% (490 out of 1388)	37.4% (567 out of 1517)	37% (494 out of 1334)	30%
Total amount of research expenditures	\$ 20,613,352.75	\$ 18,865,799.18	\$ 21,094,099.17	\$ 27,718,836.71	20% increase by 2021
Institution expenditures from competitive Federally funded grants	\$ 21,042,683.81	\$ 19,306,479.00	\$ 21,172,737.94	\$ 26,311,205.03	\$112M annually
Institution expenditures from competitive industry funded grants	a. \$266,467.06 b. \$1,699,715.80	a. \$562,457.27 b. \$1,458,502.01	a. \$681,146.82 b. \$2,258,431.54	a. \$674,881.78 b. \$3,162,026.73	\$7.2M annually
Measure of production of intellectual property:					
Number of startups	0	5	0	1	10% annual increase
Number of patents	3	4	3	3	10% annual increase
Number of disclosures	15	16	14	14	10% annual increase
Number of internships	438	489	394	446	

[1] Represents the number of full proposal submissions that involved a financial relationship with another Idaho institution of higher education.

[2] Represents the number of new awards that involved a financial relationship with another Idaho institution of higher education.

[3] Represents the number of new awards that involved a financial relationship with the private sector.

[4] Internship information is based on estimates by academic year (e.g., FY09=Academic year Summer 2008 through Spring 2009).

**Undergraduate and Graduate student totals have been combined into one line as BSU does not have the ability to break this information out.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

JUNE 19, 2019

Idaho State University

ATTACHMENT 2

Performance Measure	FY 2015	FY 2016	FY17	FY18	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$17,866,000	\$20,447,000	\$18,564,000	available after 1/15/19	10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$4,086,000	\$3,122,000	\$3,290,000	available after 1/15/19	10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	18	30	29	27	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	13	27	32	35	30% annual increase
Number of new sponsored projects involving the private sector.	54	65	65	78	50% annual increase
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	1	2	0	No new licenses to ISU-owned patents were entered into in FY18	15% annual increase
Number of invention disclosures (including plant varieties)	0	6	3	7 Disclosures were received	1 for every \$2M of research expenditures
Amount of licensing revenues.	0	\$100,000	0	\$0.00	10% annual increase
Number of startup companies.	0	3	1	No new startups based on ISU Technology were founded in FY18	10% annual increase

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 2

Number of undergraduate students paid from sponsored projects.	317	150	169	199	20% annual increase
Number of graduate students paid from sponsored projects.	74	173	172	156	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	71%	13.00%	12.10%	19.56%	20% annual increase
Number of faculty and staff paid from sponsored projects.	524	257	247	192	20% annual increase
# of students participating in internships	888	896	913	933	
K-20 Statewide Stratgic Plan Performance Measures					
Percentage of students participating in undergraduate research.	41%	45%	45%	45%	30%
Total amount of research expenditures	\$13,885,952	\$14,378,588	\$12,785,596	\$11,990,499	20% increase by 2021
Institution expenditures from competitive Federally funded grants	\$21,438,821	\$22,215,191	\$19,557,131	\$17,798,317	\$112M annually
Institution expenditures from competitive industry funded grants	N/A	\$1,411,000	\$1,940,336	\$1,911,606	\$7.2M annually
Measure of production of intellectual property:		N/A		0	
Number of startups	0	3	1	No new startups based on ISU Technology were founded in FY18	10% annual increase
Number of patents	0	11	0 issued 2 applications filed	1 patent issued, and 4 new applications were filed.	10% annual increase
Number of disclosures		6	3	7 disclosures were received	10% annual increase
% of students participating in internships			7.70%	7.80%	

Sponsored Project Activity Report FY2018

Awards for the Period July 1, 2017 through June 30, 2018

Activity Type		Federal	State	Industry	Other	Total	% of Grand Total
Instruction:							
	Sponsored Programs	\$ 3,571,816	\$ 1,898,067	\$ -	\$ 43,100	\$ 5,512,983	
	State Instruction Appropriations	\$ -	\$ 700,000	\$ -	\$ -	\$ 700,000	
	Subtotal Instruction	\$ 3,571,816	\$ 2,598,067	\$ -	\$ 43,100	\$ 6,212,983	11.09%
Research:							
	Sponsored Programs	\$ 32,710,197	\$ 1,760,510	\$ 720,180	\$ 889,491	\$ 36,080,378	
	State Research Appropriations	\$ -	\$ 778,870	\$ -	\$ -	\$ 778,870	
	Subtotal Research	\$ 32,710,197	\$ 2,539,380	\$ 720,180	\$ 889,491	\$ 36,859,248	65.80%
Other Sponsored Activities:							
	Sponsored Programs	\$ 8,102,449	\$ 2,067,999	\$ 27,545	\$ 2,743,568	\$ 12,941,561	
	State Other Sponsored Activities Appropriations	\$ -	\$ -	\$ -	\$ -	\$ -	
	Subtotal Other Sponsored Activities	\$ 8,102,449	\$ 2,067,999	\$ 27,545	\$ 2,743,568	\$ 12,941,561	23.10%
Grand Totals		\$ 44,384,462	\$ 7,205,446	\$ 747,725	\$ 3,676,159	\$ 56,013,792	
Percent of Grand Total		79.24%	12.86%	1.33%	6.56%	100%	100%

Expenditures for the Period July 1, 2017 through June 30, 2018

Activity Type		Federal	State	Industry	Other	Totals	% of Grand Total
Instruction:							
	Sponsored Programs	\$ 4,483,060.77	\$ 922,020.72	\$ 3,000.00	\$ 66,398.35	\$ 5,474,479.84	
	State Instruction Appropriations	\$ -	\$ 717,227.37	\$ -	\$ -	\$ 717,227.37	
	Subtotal Instruction	\$ 4,483,060.77	\$ 1,639,248.09	\$ 3,000.00	\$ 66,398.35	\$ 6,191,707.21	13.38%
Research:							
	Sponsored Programs	\$ 24,780,469.40	\$ 1,379,339.60	\$ 641,205.17	\$ 917,822.54	\$ 27,718,836.71	
	State Research Appropriations	\$ -	\$ 761,426.21	\$ -	\$ -	\$ 761,426.21	
	Subtotal Research	\$ 24,780,469.40	\$ 2,140,765.81	\$ 641,205.17	\$ 917,822.54	\$ 28,480,262.92	61.54%
Other Sponsored Activities:							
	Sponsored Programs	\$ 8,209,036.05	\$ 2,207,450.36	\$ 30,676.61	\$ 1,159,676.74	\$ 11,606,839.76	
	State Other Sponsored Activities Appropriations	\$ -	\$ (8.03)	\$ -	\$ -	\$ (8.03)	
	Subtotal Other Sponsored Activities	\$ 8,209,036.05	\$ 2,207,442.33	\$ 30,676.61	\$ 1,159,676.74	\$ 11,606,831.73	25.08%
Grand Totals		\$ 37,472,566.22	\$ 5,987,456.23	\$ 674,881.78	\$ 2,143,897.63	\$ 46,278,801.86	
Percent of Grand Total		80.97%	12.94%	1.46%	4.63%	100%	100%

IDAHO STATE UNIVERSITY

8/24/2018

SPONSORED PROJECT EXPENDITURE REPORT
FY2018

AMOUNT PER FUNDING TYPE

Expenditures for the Period July 1, 2017 through June 30, 2018

	Federal	State	Industry	Other	Totals	
Research	\$10,080,598	\$749,774	\$973,054	\$187,073	\$11,990,499	53%
Training and Instruction	\$6,582,061	\$1,265,245	\$348,573	\$39,665	\$8,235,544	37%
Other/Public Service	\$1,135,659	\$419,722	\$589,978	\$8,012	\$2,153,371	10%
Totals	\$17,798,317	\$2,434,742	\$1,911,606	\$234,750	\$22,379,415	
Percent of Total	80%	10%	9%	1%	100%	100%

Idaho State University
Office for Research
Award Breakdown by Funding Agency Type and Project Type
July 1, 2017 through June 30, 2018

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	3,441,775	2,426,330	3,641,093	534,357	10,043,555	57%
Training and Instruction	2,130,860	1,913,122	912,636	257,737	5,214,355	30%
Other/Public Service	425,885	1,184,769	306,391	310,254	2,227,299	13%
Totals	5,998,520	5,524,221	4,860,120	1,102,348	17,485,209	100%
Percent of Total	34%	32%	28%	6%	100%	

File Name: ISU OR Annual Awards FY18_rev

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 19, 2019

University of Idaho - FY2018 Research Activity Report

ATTACHMENT 3

Awards for the Period July 1, 2017 through June 30, 2018

	Federal	State of Idaho	Industry	Other	Total	% of Grand Total	% of Sponsor Total
Instruction:							
Sponsored Programs	\$ 2,570,952.95	\$ 400.00	\$ 43,000.00	\$ 65,000.00	\$ 2,679,352.95		3%
	\$ 2,570,952.95	\$ 400.00	\$ 43,000.00	\$ 65,000.00	\$ 2,679,352.95	2%	
Research:							
Sponsored Programs	\$ 52,072,040.46	\$ 2,221,969.79	\$ 1,404,464.21	\$ 3,871,661.18	\$ 59,570,135.64		73%
Federal Land Grant Appropriations (FFY18)	2,734,471.00				2,734,471.00		
State Research/Endowment Appropriations		22,332,524.35			22,332,524.35		
Subtotal Research:	\$ 54,806,511.46	\$ 24,554,494.14	\$ 1,404,464.21	\$ 3,871,661.18	\$ 84,637,130.99	70%	
Public Service:							
Sponsored Programs	\$ 16,060,226.50	\$ 2,119,006.89	\$ 20,000.00	\$ 1,284,054.10	\$ 19,483,287.49		24%
Federal Land Grant Appropriations (FFY18)	2,900,260.00				2,900,260.00		
State Extension Appropriations		11,358,275.65			11,358,275.65		
Subtotal Public Service:	\$ 18,960,486.50	\$ 13,477,282.54	\$ 20,000.00	\$ 1,284,054.10	\$ 33,741,823.14	28%	
Construction:							
Sponsored Programs	-	-	-	-	-	0%	0%
Total Sponsored Programs Funding	\$ 70,703,219.91	\$ 4,341,376.68	\$ 1,467,464.21	\$ 5,220,715.28	\$ 81,732,776.08		
Percent of Total Sponsored Programs	87%	5%	2%	6%	100%		100%
Grand Total of All Funding Per Category	\$ 76,337,950.91	\$ 38,032,176.68	\$ 1,467,464.21	\$ 5,220,715.28	\$ 121,058,307.08		
Percent of All Funding	63%	32%	1%	4%	100%	100%	

Expenditures for the Period July 1, 2017 through June 30, 2018 (includes accruals)

	Federal	State of Idaho	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
Instruction:								
Sponsored Programs	\$ 2,464,809.81	\$ 295,233.40	\$ 62,165.81	\$ 335,294.50	\$ 576,230.10	\$ 3,733,733.62		4%
	\$ 2,464,809.81	\$ 295,233.40	\$ 62,165.81	\$ 335,294.50	\$ 576,230.10	\$ 3,733,733.62	2%	
Research:								
Sponsored Programs	\$ 48,793,081.30	\$ 2,411,944.95	\$ 1,908,483.37	\$ 3,888,369.30	\$ 8,481,054.49	\$ 65,482,933.41		72%
Federal Land Grant Appropriations (D11315,D11316)	2,378,944.32					2,378,944.32		
State Research Appropriations (D11311,D51346,D51360)		22,338,631.94				22,338,631.94		
State Endowment/Other Appropriations		6,532,367.82				6,532,367.82		
Other Sources	-		-	6,042,232.79	8,814,873.06	14,857,105.85		
Subtotal Research:	\$ 51,172,025.62	\$ 31,282,944.71	\$ 1,908,483.37	\$ 9,930,602.09	\$ 17,295,927.55	\$ 111,589,983.34	74%	
Public Service:								
Sponsored Programs	\$ 15,585,465.77	\$ 2,538,779.35	\$ -	\$ 1,254,176.08	\$ 2,750,565.91	\$ 22,128,987.11		24%
Federal Land Grant Appropriations (D21325)	2,493,632.45					2,493,632.45		
State Extension Appropriations (D1321)		11,399,908.57				11,399,908.57		
Subtotal Public Service:	\$ 18,079,098.22	\$ 13,938,687.92	\$ -	\$ 1,254,176.08	\$ 2,750,565.91	\$ 36,022,528.13	24%	
Construction:								
Sponsored Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%	0%
Total Sponsored Programs Funding	\$ 66,843,356.88	\$ 5,245,957.70	\$ 1,970,649.18	\$ 5,477,839.88	\$ 11,807,850.50	\$ 91,345,654.14		
Percent of Total Sponsored Programs	73%	6%	2%	6%	13%	100%		100%
Grand Total of All Funding Per Category	\$ 71,715,933.65	\$ 45,516,866.03	\$ 1,970,649.18	\$ 11,520,072.67	\$ 20,622,723.56	\$ 151,346,245.09		
Percent of All Funding	47%	30%	1%	8%	14%	100%	100%	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 19, 2019

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Boise State University

FY 2018 INFRASTRUCTURE REPORT SUMMARY

	Total \$	Detailed Allocations
<i>Library Support</i>		
<i>Graduate Research Assistantships / Research Associates</i>	\$100,000	Graduate College / Chemistry Graduate Assistants
<i>Post-Doctoral Fellows</i>		
<i>Technician Support</i>		
<i>Maintenance Contracts</i>		
<i>Research Equipment / Project Support</i>		
<i>Competitively Awarded Summer Research Support</i>		
<i>Start-Up Funds for New Hires</i>	\$15,700	Computer Science Incubation Funds / Gaby Dagher
<i>Incentives to Reward Faculty for Research Achievements</i>		
<i>Other</i>	\$135,587	Salary /Fringe for Tech Transfer Director / Patent officer
Total Allocation	\$251,287	

	Detailed Allocations
<i>Publications in Refereed Journals</i>	
<i>Presenations at Professional Meetings and Conferences</i>	
<i>Grants Received as a Result</i>	
<i>Grants Pending</i>	
<i>Student Participation</i>	
<i>Faculty Participation</i>	
<i>Other Participation</i>	
<i>Patents Awarded</i>	
<i>Patents Pending</i>	

	Total \$	Detailed Allocations
<i>Library Support</i>		n/a
<i>Graduate Research Assistantships / Research Associates</i>		6 graduate students (CAMAS)
<i>Post-Doctoral Fellows</i>		1 (CAMAS)
<i>Technician Support</i>		n/a
<i>Maintenance Contracts</i>		n/a
<i>Research Equipment</i>	\$8,900	Chiller for Microscopy Lab (EAMES complex)
<i>Competitively Awarded Summer Research Support</i>		n/a
<i>Start-Up Funds for New Hires</i>		n/a
<i>Incentives to Reward Faculty for Research Achievements</i>		n/a
<i>Other</i>	\$241,100	The HRC funds allocated to the ISU Research Data Center (RDC) were used to purchase and maintain the servers, virtual machines, and high performance computer cluster located in the RDC facility. This includes the physical racks, security cameras, security detection devices, and facility maintenance. The RDC is a university wide facility supporting all researchers at ISU Chiller for EAMES Microscopy Lab. Relocate CAMAS to EAMES.
<i>Total Allocation</i>	\$250,000	

<i>Publications in Refereed Journals</i>	N/A
<i>Presenations at Professional Meetings and Conferences</i>	N/A
<i>Grants Received as a Result</i>	N/A
<i>Grants Pending</i>	N/A
<i>Student Participation</i>	12 - 4 undergrads and 6 graduate students 2 graduate affiliates
<i>Faculty Participation</i>	2 visiting Research Professors (STEM)
<i>Other Participation</i>	
<i>Patents Awarded</i>	N/A
<i>Patents Pending</i>	N/A

INFRASTRUCTURE RESEARCH AND IMPACT FORM

Reporting Unit: Infrastructure expenses FY 2018 Date: Fiscal year 2018

Please provide the information requested in the appropriate spaces below. The intent is to obtain correct data on the direct or partially direct impact of your usage of infrastructure research funds.

Finds received for Fiscal Year: FY2018

Amount allocated to your unit: \$250,000 for: Research Data Center upgrade and CAMAS

Educational Impact

Number of undergrad students involved	Number of graduate students involved	Number of postdoctoral students involved
4	8	1

Research Impact - Grants

Number of Grants Pending	Dollar Amount Pending	Number of grants received	Dollar amount received
0	\$ 0	0	\$ 0

Research Impact – Publications

Number of publications	Number of manuscripts submitted	Number of papers presented at regional or national meetings
0	0	0

Research Impact – Seminars, collaborations, Presentations

Number of seminars presented at ISU	National or International collaborations developed	Number of public school presentations
Student participation:	Student participation:	Student participation:
	12	
Faculty Participation:	Faculty Participation:	Faculty Participation:
0	2	0
Other Participation:	Other Participation:	Other Participation:

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
 University of Idaho
 JUNE 19, 2019
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	Total \$	Detailed Allocations
Library Support	\$0	
Graduate Research Assistantships / Research Associates	\$48,101	2 graduate assistantships
Post-Doctoral Fellows	\$1,959	\$1,959 for two postdoctoral scholars to attend conference
Technician Support	\$121,098	\$30,548 - Glass Blower provides repair and construction services to UI labs; \$30,737 - Mass Spectrometry Director provides research support to UI labs; \$59,813 - Optical Imaging Director provides research support to UI labs
Maintenance Contracts	\$0	
Equipment	\$18,425	\$9,647 - Equipment to build a pilot scale facility for glucosinate extraction; \$8,778 - Security system upgrade at the Hagerman Fish Culture Experiment Station.
Start-Up Funds for New Hires	\$0	
Incentives to Reward Faculty for Research Achievements	\$0	
Other	\$78,809	\$70,809 - Postdoctoral fellow promoted to faculty working on EPSCoR director's research projects; \$8K - Collected and modeled data from Idaho public hearings for creation of public-facing website and curated digital exhibit of oral histories collected from the Gay Rodeos.
Total Allocation	\$268,392	

UNIVERSITY OF IDAHO
INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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	Detailed Allocations
<i>Publications in Refereed Journals</i>	10
<i>Presenations at Professional Meetings and Conferences</i>	8
<i>Grants Received as a Result</i>	7
<i>Grants Pending</i>	2
<i>Student Participation</i>	5
<i>Faculty Participation</i>	14
<i>Other Participation</i>	19
<i>Patents Awarded</i>	0
<i>Patents Pending</i>	1

NOTE: The glassblower, Mass Spectrometry Core and the Optical Imaging Core provide services to research laboratories, which affects research activities of students, faculty and staff, including publications, presentations, and grants. \$8,778 was spent for security system upgrade for the Hagerman Fish Culture Experiment Station that houses UI's Aquaculture Research Institute, Columbia River Intertribal Fish Commission, and US Department of Agriculture's Agricultural Research Service. The 15-year old security technology was acting erratically and was locking and unlocking doors outside of the normal schedule creating security concerns for staff, infrastructure, and equipment. \$9,647 was partial support to build a pilot plant to extract biopesticides from plant residues was constructed to provide material for determining efficacy on eradicating nematodes and controlling weeds. \$8,000 was provided for two faculty projects. The first project acquired and cleaned data for use with topic modeling to prepare for various data visualizations to be used in a public-facing website. The second project collected oral histories with the Gay Rodeo to create a curated digital exhibit highlighting the points of convergence and divergence in the experiences of LGBTQ+ westerners.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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	Total \$	Detailed Allocations
Library Support	\$26,500	50 Events That Shaped American Indian History : An Encyclopedia of the American Mosaic Ebook \$189.00 Acland's DVD Atlas of Human Anatomy (6 DVD set) DVD \$314.98 African Americans at Risk: Issues in Education, Health, Community, and Justice Ebook \$207.90 American Women Speak: An Encyclopedia and Document Collection of Women's Oratory Ebook \$207.90 Analyzing Art, Culture, and Design in the Digital Age, 1st Edition Ebook \$203.50 Atlas of Human Anatomy Ebook \$337.46 Atlas of the Human Brain Ebook \$300.00 Central Intelligence Agency: An Encyclopedia of Covert Ops, Intelligence Gathering, and Spies Ebook \$207.90 Clothing and Fashion: American Fashion from Head to Toe Ebook \$456.50 Colour Atlas of Glacial Phenomena Ebook \$179.95 Communication Arts Backfile Paper \$792.00 Crime and Punishment in America: An Encyclopedia of Trends and Controversies in the Justice System, 1st Ed. Ebook \$207.90 Destruction of Memory DVD \$348.00 Encyclopedia of Mental Health, 2nd edition Ebook \$1,663.20 Gale Encyclopedia of Genetic Disorders, 4th Edition Ebook \$621.50 Gale Encyclopedia of Nutrition and Food Labels, 1st Edition Ebook \$291.50 Gale Encyclopedia of Pregnancy and Childbirth, 1st Edition Ebook \$544.50 Gender: Sources, Perspectives, and Methodologies, 1st Edition Ebook \$196.90 Great American Mosaic: An Exploration of Diversity in Primary Documents, 1st Edition Ebook \$456.50 Gut-Brain Axis, 1st Edition Ebook \$250.80 SAGE Encyclopedia of Cancer and Society, 2nd Edition Ebook \$680.90 SAGE Encyclopedia of Contemporary Early Childhood Education, 1st Edition Ebook \$721.60 Sage Encyclopedia of Economics & Society, 1st Edition Ebook \$894.30 SAGE Encyclopedia of Stem Cell Research, 2nd Edition Ebook \$721.60 Spanish Empire: A Historical Encyclopedia, 1st Edition Ebook \$217.80 Supreme Court Compendium, 6th Edition Ebook \$268.40 Tiller's Guide to Indian Country: Economic Profiles of American Indian Reservations Ebook \$150.00 Youth Cultures in America, 1st Edition Ebook \$55.00 Ebsco - Nature, online \$9,256.28 Ebsco - Cell, online \$4,688.21 Good Docs - Strong! Lift like a Girl, Streaming, incl. DVD \$486.00 New Days Films - The Year We Thought About Love, Streaming \$350.00 Tugg Inc. - , The Business of Amateurs, Digital Streaming \$300.00 YBP Library Services - Encyclopedia of Constitutional Amendments, E-book \$189.00 YBP - Handbook of Attachment: Theory, Research, and Clinical Applications, E-Books \$190.00
Graduate Research Assistantships / Research Associates	\$7,500	12th Annual Lewis-Clark State College Research Symposium
Post-Doctoral Fellows	\$0	
Technician Support	\$0	
Maintenance Contracts	\$0	
Research Equipment	\$24,053	Centrifuge repair, \$2,217; Metabolic measuring system (ParvoMedics), \$14,000; Dell PowerEdge R730xd server
Competitively Awarded Summer Research Support	\$9,000	Monitoring jaguar and the terrestrial wildlife in a tropical wildlife community in Costa Rica; Creating a resource for educator and professionals: Dr. Frederick Sports Leadership Series Podcasts; Increasing student success through a multi-dimensional systems approach; The effects of plyometric training on muscle activation characteristics in post-pubescent adolescent females
Start-Up Funds for New Hires	\$0	
Incentives to Reward Faculty for Research Achievements	\$5,138	Grant-writing incentive stipends: 11
Other	\$15,477	Qualtrics subscription; "Nature" article publication costs; AmeriCorps match; postage
Total Allocation	\$87,668	

	Detailed Allocations
Publications in Refereed Journals	Empirical Detection of Induced DNA Mutations: 1. Addo-Quaye, C., Tuinstra, M., Carraro, N., Weil, C., & Dilkes, B. P. (2018). Whole-Genome Sequence Accuracy Is Improved by Replication in a Population of Mutagenized Sorghum. G3: Genes, Genomes, Genetics, 8(3), 1079–1094. 2. Thapa, R., Carrero-Colón, M., Addo-Quaye, C., Held, J., Dilkes, B., & Hudson, K. A. (2018). New Alleles of FAD3A Lower the Linolenic Acid Content of Soybean Seeds. Crop Science, 58, 713–718.
Presentations at Professional Meetings and Conferences	Monitoring jaguars: Wildlife Society, Idaho Chapter meeting in Pocatello, Idaho March 2018. Characterizing Blm-dependent DNA replication: Jolee Aeschliman*, Joshua Mundell, Mallory McDermott, Shane Kinzer, Alyssa Copple, Nathan Anderson, Lindsey Riggs, Abbie Olson, Leigh Latta, Mia Levine, Eric Stoffregen. Idaho INBRE Statewide Research Conference, Moscow, ID, July 2018. Poster Presentation. Joshua Mundell*, Mallory McDermott, Shane Kinzer, Jolee Aeschliman*, Alyssa Copple*, Nathan Anderson*, Lindsey Riggs, Abbie Olson, Leigh Latta, Mia Levine, Eric Stoffregen. Naturally derived, Blm-dependent Y chromosome genetic variation affects sex-specific survival in Drosophila melanogaster. Drosophila Research Conference, Philadelphia, PA. April, 2018. Poster Presentation Joshua Mundell*, Shane Kinzer*, Mallory McDermott, Lindsey Riggs, Abbie Olson, Leigh Latta, Mia Levine, Eric Stoffregen. Y chromosome variation in Drosophila melanogaster impacts the function of Blm DNA helicase. Environmental Mutagenesis and Genomics Society Meeting, Raleigh, NC, September 2017. Poster Presentation. Microbiology: Kory Parker- Idaho Conference on Undergraduate Research poster presentation. TRIO Student Support Services: Influences on Rural Students' College Access and Completion: A Qualitative Study, Council for Education Opportunity national conference. NSF S-STEM: June 1, 2018. Erin Cassetto, LaChelle Rosenbaum, Heather Henson-Ramsey, and Elizabeth Martin presented "Work Works! Student Success Through a Co-Curricular Work-Based Learning Model" at the NASPA Closing the Achievement Gap: Student Success in Higher Education Conference in Columbus, OH.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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Grants Received as a Result	Amanda Gill, Idaho Community Foundation, Kids College - \$5,000; Charles Addo-Quaye, USDA - \$29,689; Victoria Boubel, Idaho Community Foundation, infant resuscitation manikins - \$4,925; Rebecca Fromdahl, Idaho Futures Fund, expand sample pool for data collection - \$15,000; Rebecca Fromdahl, AmeriCorps State grant, "The effects of one-on-one and small group tutoring on academic performance in rural north Idaho K-12" - \$236,975; Linda Stricklin, North Idaho College subaward: ICE Healthcare Partnership, Industry Sector; Idaho Department of Labor: Apprenticeship Idaho; Idaho Career and Technical Education, adult retraining - \$80,517.
Grants Pending	
Student Participation	INBRE Stoffregen - 7; INBRE Latta - 3; USDA Addo-Quaye - 2: Microbiology - 1; Jaguar Hay - 1; Plyometric training - 6; Research Symposium: XXX
Faculty Participation	Research symposium (8 total): Dr. Colin Fehr, Assistant Professor, Movement and Sports Sciences; Dr. Tracy Flynn, Professor, Nursing and Health Sciences; Dr. Nancy Johnston, Assistant Professor of Chemistry; Dr. Brett Morris, Instructor, Business Division; Sydney Parker, Assistant Professor, Nursing; Dr. Susan Steele, Assistant Professor, Movement and Sports Sciences; Dr. Kerensa Allison, Associate Professor, Anthropology; Dr. Rachelle Genthos, Assistant Professor of Psychology. Monitoring Jaguar (1 total): Leslie Hay, Adjunct, Natural Science and Mathematics INBRE (2 total): Dr. Eric Stoffregen, Assistant Professor of Biology; Dr. Leigh Latta, Assistant Professor of Natural Science and Mathematics USDA (1 total): Dr. Charles Addo-Quaye, Assistant Professor of Computer Science NSF S-STEM: Dr. Elizabeth Martin, Assistant Professor, Natural Science and Mathematics; Dr. LaChelle Rosenbaum, Assistant Professor/Division Chair, Social Work; Dr. Heather Henson-Ramsey, Associate Professor/Division Chair, Natural Science and Mathematics; Dr. John Morrison, Assistant Professor, Physics. Air quality: Dr. Nancy Johnston, Assistant Professor, Chemistry Nursing: Victoria Boubel, Instructor/Simulation Lab Coordinator
Other Participation	USDA: Sampurna Sattar, Portland State University (PI) Research Symposium: Dr. Matthew Silvers, Whitworth University NSF S-STEM: Erin Cassetto, LC Work Scholars; Julian Ankney, AmeriCorps VISTA AmeriCorps: Rebecca Fromdahl, Director; Barbara Syska, Technical Records Specialist Kids College: Amanda Gill, Development Coordinator Workforce Training: Dr. Linda Stricklin, Director of Workforce Training.
Patents Awarded	
Patents Pending	

Higher Education Research Council Fellowship Boise State University Final Report

Academic Year 2017-18

Donna Llewellyn, Executive Director, Institute for STEM & Diversity Initiatives
Catherine Bates, STEM Diversity Coordinator, Institute for STEM & Diversity Initiatives



Introduction

The Institute for STEM & Diversity Initiatives administered the HERC Fellowship at Boise State University for Fall 2017 and Spring 2018. All STEM department chairs were notified of the HERC Research Fellowship application. The application was also disseminated to all STEM undergraduate students. We changed the process this past year to allow for joint faculty and student applications. This change requires students to identify a research faculty to work with and their faculty mentor must nominate them for the fellowship. We had 103 students apply for Fall 2017 and Spring 2018 positions. For Fall 2017, 9 students were awarded the HERC fellowship, and 8 students were awarded the fellowship in the Spring semester.

We saw an increase in the number of underrepresented minority HERC fellows to 41% of the awardees and the majority of the recipients were first-time student researchers. HERC fellows presented final research projects at either the Undergraduate Research Conference or the Idaho Conference of Undergraduate Research at Boise State University. One fellow presented her research at the Northwest Scientific Association in Olympia, Washington in April. Another student disseminated his work at the Annual Biophysical Society Meeting. And finally, 10 students attended the Pacific Sociological Association annual conference in Long Beach, CA. Students and faculty mentors are from a variety of disciplines (please see below).

On behalf of the Institute for STEM and Diversity Initiatives, we thank the Higher Education Research Council for their generous support in helping build meaningful high impact practices for our undergraduate students.

HERC Funding:

The Higher Education Research Council provided \$55,000 to support undergraduate students in their pursuit of faculty mentor supported undergraduate research experience. Please see table below of how stipends and travel awards were dispersed.

Stipends	Amount
Fall 2017 Research Stipends	\$27,000
Spring 2018 Research Stipends	\$24,000*
Student Travel to Professional Conference	Amount
Supplemental travel to National Biomedical Engineering Society (1 student)	\$600
Pacific Sociological Assoc. Conference (10 students)	\$3,900
Total	\$55,500

*The Institute for STEM & Diversity contributed \$500 additional research dollars for Spring 2018

Demographics of Fall 2017 and Spring 2018 Undergraduate Research Fellows

Discipline	Research Awards Received
Anthropology	1
Biology	2
Civil Engineering	2
Computer Science	1
Electrical Engineering	1
Geophysics	1
Geosciences	3
Mechanical Engineering	1
Mechanical Engineering	2
Microbiology & Biochemistry	1
Molecular Biology	1
Physics	1

Gender	Research Awards Received
Female	7
Male	10

Race/Ethnicity	Research Awards Received
Hispanic/Latino	7
Caucasian	12
Other	5
Note: Students could be included into more than one category according to both their race and their ethnicity.	

Pacific Sociological Association Conference Attendees—HERC Travel Award

Student Name	Discipline	Award Received
Erin Applegate	Sociology	Travel
Jeff Cates	Sociology	Travel
Joshua Cox	Sociology	Travel
Ashlee Jeneé Enbysk	Sociology	Travel
Michelle Fretwell	Sociology	Travel
Christina Kopper	Sociology	Travel
Lampe Lampe	Sociology	Travel
Harbor Neher	Sociology	Travel
Erin Neumeier	Sociology	Travel
Jacqueline Phillips	Sociology	Travel

Fall 2017 HERC Research Fellow Student Abstracts:**Omar Betancourt****Faculty Mentor: Dr. Jim Browning, Department of Mechanical & Biomedical Engineering**

Research Title: Development of a Phase-Controlled Magnetron Experimental Fixtures

Magnetrons are microwave vacuum electron devices that use the interaction of electrons with a slow wave circuit in a crossed electric and magnetic field. For most magnetrons, phase is almost never preserved, which makes it difficult to synchronize an array of magnetrons to achieve higher total power output. This research is focused on developing a cavity magnetron by utilizing gated field emission arrays. The electron injection is controlled by the gate field emitter arrays (GFEA) in order to control the phase of the device. An experimental system is being designed and fabricated to demonstrate the phase control concept using a commercially available cooker magnetron as the test device. It has the potential to improve radar systems, medical imaging, particle accelerators, etc.

Donato Callahan**Faculty Mentor: Dr. Sondra Miller, Department of Civil Engineering**

Research Title: Air Quality and Particulate Matter

Particulate matter (PM) can be a combination of solids and liquids including dust, soot, smoke and sand. Fine particles--defined as having a diameter less than 2.5 microns, PM2.5--pose varying negative health and ecologic effects. These in turn can have economic effects. Adverse health effects of PM2.5--which are easily inhaled and get trapped deep in human lungs--can cause an irregular heartbeat, decrease lung function, trigger asthma symptoms, cause non-fatal cardiac arrest, and lead to death for those with pre-existing respiratory issues. Ecologic effects include changes in freshwater pH, nutrient imbalances, and loss of ecosystem diversity. This research focused on understanding the effects of air quality--specifically PM--on human health, ecologic, and economic effects.

Vanessa Campfield**Faculty Mentor: Dr. Owen McDougal, Department of Chemistry**

Research Title: Isolation, Purification and Characterization of Novel Steroidal Alkaloids from *Veratrum californicum*

Cyclopamine and other steroidal alkaloids found in *Veratrum californicum* are known teratogens which inhibit the Sonic hedgehog (Shh) signaling pathway which has resulted in embryo deformities including but not limited to cyclopia; as observed in lambs. This pathway is also active in over 20 types of cancer; allowing overproduction of cancerous cells and tumor growth. Examination and analysis of alkaloid extractions from *Veratrum californicum* has confirmed various abundancies of cyclopamine and other alkaloids in different sections of the plant; with the highest abundance residing in the root and rhizome section. Observation of bioactivity through the use of Shh Light II cells shows the greatest pathway inhibition is found from the root and rhizome portion of the plant compared to the leaf and stem portions. Further analysis of the root and rhizome extract by High Pressure Liquid Chromatography and MS has verified the presence of uncharacterized, novel compounds. This project concentrates on extracting, isolating and characterizing these novel compounds followed by testing bioactivity levels of the Shh pathway for synergistic effects caused by various combinations of novel compounds with cyclopamine.

Andrea Carrizales

Faculty Mentor: Dr. Gunes Uzer,

Research Title: Effects of Lamin A/C Depletion on Nuclear Structure and LINC Complex

It is hypothesized that silencing the lamin A/C gene, LMNA, will caused deformation in the nucleus of a mammalian cell. In order to test this, we transfected Mesenchymal Stem Cells with an siRNA transfection reagent and used fluorescence imaging to analyze the results. The results showed that silencing LMNA affects both Nesprin 1 and Sun 1 proteins, which are part of the LINC complex, and changes nuclear shape.

Karen Fulk

Faculty Mentor: Dr. John Ziker, Department of Anthropology

Research Title: Food Sharing in Siberia: Social Network Analyses Using Frequencies of Transfers Versus Nutritional Values and Quantities Shared

Informal household networks are utilized for tundra foods distribution in Ust'-Avam, Taimyr Region, Russia. Most families in Ust'-Avam rely upon subsistence for their livelihood, chiefly hunting, fishing and trapping. Variation in household ability and household interest in subsistence activities create inequalities in local food production. To adapt to subsistence challenges, food exchanges occur between kin and neighbors, thereby redistributing foods and decreasing food inequalities between households. These exchanges are vital to buffer consumption risk, especially in particularly vulnerable households. A focal sample of ten women in the community provides the core of a food sharing network of 51 households. The food transfers are portions of meat and fish transferred to the women from primary procurers or their intermediaries, as well as the women's sharing of these foods to additional households. Using the results of social network analysis, we consider the frequencies of these transfers, and the quantity and nutritional content (total calories, protein and fat content values) and calculated monetary valuations of exchanged items. In considering who gives what to whom, this research provides yet another opportunity to examine

relevant variables and their effects within the widely debated explanatory hypotheses of food sharing.

Joel Johnson

Faculty Mentor: Dr. Jodi Brandt, Department of Human Environment Systems

Research title: Statistical Analysis of Idaho Counties Through USDA Census and Survey Data

The management of public lands has widespread implications for the regions they influence. For National Forests, management plans are developed to cover 30 year periods, and the current plan for the Salmon-Challis National Forest (SCNF) is being updated in accordance with the 2012 Planning Rule. The revisions are being made with a focus on ecological, social and economic sustainability. In this study, we examine three counties within SCNF area-of-influence, and compare them with four similar counties outside the SCNF region. We track how farm sizes change over time through differences in total cattle, average herd size, and the total number of farms. We used data compiled by the USDA Census and Survey programs at 5 years intervals from 1978 through 2012 and analyzed trends using repeat-measured ANOVA. Results showed that the number of cattle and average herd size declined over time ($p < 0.001$) but we found no significant difference in the number of farms over time ($p = 0.37$). These results will inform analyses of the effect of changing National Forest management, i.e., allowable grazing, on the ranching sector in the Salmon-Challis area and provide information for decisions on the management level.

Cybil Lesbyn

Faculty Mentor: Dr. Daniel Fologea, Department of Physics

Research Title: Models of intercellular communication through passive propagation of electrical signals

Continuous communication between cells is essential for creating and maintaining fundamental functionalities of cellular assemblies. Such fast communication pathways are controlled by chemical and physical signals that employ intra and extra cellular components of only closest neighbors. However, electrical signals may quickly propagate for long distances through extra cellular environments owing to their particular electrical properties. To explore such possibilities, we modeled the cellular environment by considering a connected network of passive circuit elements composed of capacitive and resistive elements. The electrical model was tested in simulations to investigate the passive propagation of electrical signals in response to point stimulations consisting in local membrane depolarization of single cells. Our results suggest that physiologically-relevant electrical signals may propagate long distances in a short time, which may provide passive pathways for inter-cellular communication. In accordance to the electrical model, these communication pathways are equally effective for both excitable and non-excitable cells. Consequently, passive communication may substantially contribute to electrical-based communication in brain and muscles. In addition, the model may be expanded to investigate signaling between non-excitable cells such as bacteria, which could be further exploited to better understand the role played by long-distance electrical signaling in bacterial colonization and biofilm formation.

Erika Petzinger

Faculty Mentor: Dr. Marcelo Serpe, Department of Biological Sciences

Research Title: Identification of a Dark Septate Fungus That Forms a Symbiotic Association with *Artemisia Tridendata*

In previous work, we isolated a dark septate fungus from *Artemisia tridentata* (big sagebrush) roots. In this study, we used partial sequences from three genes to identify this fungus. Based on phylogenetic analyses, the isolated fungus appears to be a non-described species within the *Darksidea* genus or a closely related sister group. The *Darksidea* is within the family Lentitheciaceae in the Pleosporales and the Ascomycota. To investigate the nature of the symbiotic association, we analyzed the root tissues colonized by the fungus and the effect of inoculation on seedling growth under *in vitro* conditions and in soil. The hyphae of the fungus penetrated the epidermis, cortex, and vascular cylinder and were detected in between and inside root cells. After two month of growth *in vitro*, non-inoculated and inoculated seedlings had similar root lengths and fresh weight. However, dry weight was higher in non-inoculated than inoculated seedlings ($p < 0.05$). In soil, inoculation did not affect the fresh weight of seedlings. Based on the results *in vitro* and in soil, the effect of the isolated fungus on sagebrush seedlings was somewhat affected by the growing environment and ranged from slightly parasitic to commensalistic.

Wesley Sandidge**Faculty Mentor: Dr. Michael Callahan, Department of Chemistry**

Research Title: Analyzing Variability in Exoplanetary Eclipses

A transit occurs when a planet passes in front of its star as seen from Earth, which causes the amount of light we observe from the star to drop while the planet is crossing the face of the star. A secondary eclipse occurs when the planet passes behind the star, during which time the star blocks out light from the planet. Studying observations from NASA's Kepler Mission of exoplanetary transits and eclipses allows us to study the variability of an eclipse from one transit to another. Variability in an eclipse could result from variations of atmospheric condensates or volcanic activity on the planet. The Kepler Science Team has provided a Python package called lightcurve. This package allows data from the Kepler, K2, and TESS missions to be easily analyzed and plotted. The lightcurve package can be used to plot the data for the exoplanets that we are targeting in our study. In this presentation, we discuss our work looking for variability in the eclipses of two short period planets: HAT-P-7b, a hot Jupiter orbiting an F8 star.

Spring 2018 HERC Fellow Student Abstracts:**Jessica Carlson****Faculty Mentor: Dr. Clare Fitzpatrick, Department of Mechanical & Biomedical Engineering**

Research Title: Manipulating Cartilage Geometry on a Three-Dimensional Model of the Knee Joint

Computer modeling is increasingly prevalent in the medical field. In the Computational Biosciences Lab (CBL), we generate 3D models from magnetic resonance (MR) images to address clinical issues on a subject-specific basis. Within the knee joint, cartilage tissue lines the surfaces of bones and must be reproduced accurately in our simulations to appropriately capture load transfer and cartilage

stresses. Using computer modeling programs, we can create a 3D model and transform it into a mesh. The cartilage mesh comprised of a series of nodes and elements. By identifying the nodes on the edges of the cartilage, the geometry of these nodes can then be manipulated to curve down towards the bone. The resulting cartilage mesh typically has a sharp angular edge, which can cause significant mesh distortion. When the cartilage is loaded near these regions, the distorted edge causes artificial peaks in stress. Our goal was to replace the manual process with an automated way to create a more natural curve to the cartilage as it transitions into the bone. This will be used in ongoing research in the CBL to observe the impact of injuries on the knee and evaluate the efficiency of surgical methods to these injuries.

Eli Bring Horvath**Faculty Mentor: Dr. Cheryl Jorcyk, Department of Biological Sciences**

Research Title: Ovarian Cancer and the Effects of Inflammatory Cytokines

Cyclopamine is a steroidal alkaloid in *Veratrum californicum* that is a teratogen. Steroidal alkaloids from this plant have been shown to inhibit the Sonic hedgehog (Shh) signaling pathway, resulting in embryo deformities including cyclopia in lambs. The Shh signaling pathway is prevalent in over 20 types of cancer, and contributes to the overproduction of cancerous cells and tumor growth. Qualitative and quantitative analysis of *Veratrum californicum* alkaloids has confirmed various abundancies of cyclopamine and other alkaloids in different sections of the plant (leaf, stem, root/rhizome), with the highest amount of alkaloid present in the root and rhizome. Shh Light II cells provide a luminescence assay to assess the degree of Shh pathway inhibition by chemical agents. This assay was used to evaluate alkaloid ratios by plant part. The results showed the greatest pathway inhibition was achieved by the ratio of steroidal alkaloids consistent with that derived from the root and rhizome portion of the plant, followed by stem, and finally leaf. Further analysis of the root and rhizome extract by high pressure liquid chromatography and mass spectrometry has verified the presence of uncharacterized, novel alkaloids that may be potent Shh signaling pathway antagonists. The focus of the current work is to extract, isolate and characterize novel alkaloids and evaluate their bioactivity using the Shh Light II cell assay.

Denver Lloyd**Faculty Mentor: Dr. Kris Campbell, Electrical and Computer Engineering**

Research Title: Speech Characterization Using a Single Memristor

The ability of a memristor device to uniquely fingerprint a spoken word was investigated. Methods of applying an audio voice signal to the memristor were explored. The most promising method found to date is described in this work. It was shown that even words that sound very similar have characteristics in their audio signal that change the memristor response.

Omid Mohammad Mousa**Faculty Mentor: Dr. Juliette Tinker, Department of Biological Sciences**

Research Title: Exploring The Ideal Excipients for a Chimeric Vaccine Against Bovine Mastitis

Staphylococcus aureus is a leading cause of mastitis, or infections in the udder, in dairy cows. Mastitis causes significant financial losses for the dairy industry, and with the rapid increase of antibiotic

resistant bacteria, such as Methicillin-resistant *Staphylococcus aureus* (MRSA), it is vital to create alternative ways to fight these pathogens. Our lab is developing and testing a mucosal chimeric vaccine against bovine mastitis containing two surface antigens from *S. aureus*. The genes for the adhesins IsdA and ClfA were cloned with those for *Vibrio cholerae* cholera toxin A2/B (CTA2/B) to create the intranasally administered vaccine. The purification of this vaccine was scaled up using 1L culture volumes and D-galactose agarose affinity purification. Purified proteins were analyzed by SDS-PAGE and bicinchoninic (BCA) assay. Currently we have produced over 15 mg of vaccine for use in future bovine vaccine challenge studies. In addition, lyophilization is a well-recognized method in the pharmaceutical industry used to store biologically active drugs that are not stable in solution, or to prolong the shelf-lives of drugs. Excipients can have a great influence on performance and stability of lyophilized drugs therefore, selecting the right stabilizers is very important. IsdA chimera was lyophilized using a variety of excipients and stored at different temperatures. The stability was analyzed using native gel electrophoresis and BCA assay.

Silvia Perritte

Faculty Mentor: Dr. Nancy Glenn, Department of Geosciences

Research Title: The use of Survey 123 to improve field data collection for IDARNG

In-situ data are the cornerstone of ecological scientific research. Ecological data collected in the field are used to analyze, identify, and validate research. Given the importance of the data, special care must be taken to ensure complete and accurate measurements. The necessary attention to detail makes field data collection very time consuming. In addition, field data can consist of separate components including paper forms, GPS, and images. Survey 123, a field data collection software developed by ESRI, offers a unique way to collect complete and detailed field data with spatial information in a data survey template. Survey 123, for ArcGIS, is a simple form-centric field data collection designed to use for spatial data, survey questions, and statistics. For this study I consolidated 14 surveys for the Idaho Army National Guard (IDARNG) Environmental Division into one master survey. My work will improve the organization and efficiency of field data collection techniques for IDARNG.

Sadie Ranck

Faculty Mentor: Dr. Julie Heath, Department of Biological Sciences

Research Title: Heritability of Telomere Length in American Kestrels

The development of advanced nanoelectronic devices based on emergent 2D nanomaterials has the potential to impact energy consumption in cloud computing, reduce harm to human and planetary health, and facilitate economic development through new device design and nanomanufacturing techniques. The unique physical properties of 2D materials make them attractive for energy-related applications such as low-power nanoelectronics, efficient thermoelectrics, novel energy storage devices, and catalysts for CO₂ conversion. In particular, 2D transition metal dichalcogenides (TMDs) have direct band gaps, high carrier mobility, and can be synthesized on, or transferred to, a variety of substrates, making them ideal 2D material candidates for flexible optoelectronics. The research presented here focuses on the development of an electrical thermometry platform to characterize thermal transport in 2D TMDs and their heterostructures. This research will develop a

greater understanding of the nucleation, growth, and heat carrying properties of these materials, which are currently on the ITRS roadmap as a potential replacement for Silicon.

Luke Telfer

Faculty Mentor: Dr. Jen Pierce, Department of Geosciences

Research Title: Structure from Motion as a Viable Tool for Quantifying Diffuse Post-Fire Erosion

Idaho's 2016 Pioneer Fire burned approximately 188,000 acres in the Boise National Forest. Post-wildfire landscapes experience increased erosion with peak erosion rates occurring in the first year following the fire (Robichaud et al., 2016). Quantifying the volume of sediment removed during this vulnerable time period is challenging and has largely consisted of determining minimum sediment volumes from debris flow deposition. Few studies have included diffuse erosion from the hillslopes due to the difficult nature of obtaining such measurements.

As part of a larger investigation of total post-Pioneer Fire erosion in a catchment of Clear Creek, we seek to develop a method for determining the volume of material removed from the hillslope by diffuse mechanisms. Using mm-scale digital surface models (DSMs) constructed with handheld Structure from Motion (SfM) photogrammetry, we model pre-erosion surfaces for 12 randomly selected 1 m² hillslope plots. The volume of eroded sediment for each plot is derived from the difference between the pre-erosion model and the post-erosion DSM. Our results suggest that low-cost SfM photogrammetry is an appropriate tool for quantitative analysis of diffuse hillslope erosion following wildfire. However, additional research is required to fully develop the methodology for pre-erosion surface modeling.

Patrick Zrelak

Faculty Mentor: Dr. Brittany Brand, Department of Geosciences

Research Title: Fabric Analysis of Unconsolidated Pyroclastic Density Current Deposits

Pyroclastic density currents (PDCs) are gravity-driven mixtures of hot volcanic tephra and gas. These events are difficult to analyze in real time. Therefore, we must use their deposits to help better understand their flow dynamics. Previous work proves that clast orientation and deposit fabric can provide information about flow processes. We use 19 samples taken from unconsolidated PDC deposits generated in the 1980 Mount St. Helens eruption to constrain PDC flow direction and dynamics. Prior to fabric analysis, these samples were lithified using a sodium silicate vacuum impregnation technique. Then, the samples were cut in three planes: horizontal (map view), parallel to flow, and perpendicular to flow. These faces were analyzed using software that automatically measures particle orientation and produces statistics that can help demonstrate fabric strength. Horizontal plane analyses have produced orientations that correlate well with previous estimations of Mount St. Helens PDC flow directions. This study demonstrates that these techniques can be used to help constrain flow direction in outcrops without contextual information. We are hopeful that continued analyses will produce information on particle transport mechanisms and further insights into flow rheology.

Idaho State Board of Education
HERC Committee
650 W. State Street
P.O. Box 83720
Boise, Idaho 83720-0037

August 31, 2018

RE: Strategic Initiative, FY 2018 report

Idaho State University would like to thank the State of Idaho Board of Education for the award of Strategic Initiatives for \$55,000.

The funds were instrumental in continuing our Undergraduate STEM Research and Mentoring program. Students were awarded funds in two categories: for research projects, and to attend a professional conference to present their research project.

Research Projects:

We were able to fund 24 undergraduate student projects with this money. The application process for the undergraduate research awards involved faculty and student. The proposal provided an outline of the STEM research, the budget, and the purpose of the project and how the faculty would mentor the undergraduate research students. One of the deciding factors in awarding funds is the mentoring plan provided by the faculty. Being mentored by a scientist is as important as doing the science. We wanted to ensure that students had a well-rounded experience. The projects total divided into semester where some students had both a summer and fall project. The students reported on how the funds were of benefit to them academically, personally, continuing on to an advanced degree, and for future career choice. These project reports are included in this report.

Travel awards to attend a Conference:

We gave out a total of 12 travel grants. Students used this money to travel to professional conferences, as a strongly suggested requirement of receiving the funds was presenting at a conference. Attending a professional conference gives students an opportunity to learn how to present research and to network with professionals in their field.

As part of the application process for travel funds, we created an essay for the students that asked three questions. The purpose of this was to give us some information about mentoring directly from the students and not what the Office for Research or the Professor believe mentoring is or should be. The first question was "Do you have a research mentor?" The second question was "What makes a good research mentor?" The last and third question asked "What type of research mentoring is the most beneficial to you, and why?" The last two questions had a minimum word count of 100 words but the majority of answers were more than two hundred and most were over 300 words. This leads us to believe that students know what mentoring is and want us to know what helps them. That is a very positive indication that students value the undergraduate program and research mentors. We will use these comments as we develop our program in undergraduate research.

Budget:

The amount of funding was \$55,000.00. All funds were fully utilized with \$55,000 in expenses being covered by the State Board of Education funds and approximately \$920 in additional expenses that were covered by the Office for Research. Grants of \$3,000 were provided that paid student wages and materials and supplies for research projects. Travel costs were included if that was needed for the research (for example, going into the field).

ISU Office for Research also covered travel costs for several students who were not eligible for these funds because of the discipline in which they are studying. There is a definite need for research funds to help all our undergraduates.

Deb Easterly, eastdebb@isu.edu

Julie Bachman, bachjuli@isu.edu

STRATEGIC INITIATIVE
Undergraduate Research Funding for
STEM Majors at the University of Idaho

FINAL PROJECT REPORT

Submitted to:

Higher Education Research Council
Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Submitted by:

University of Idaho
Office of Undergraduate Research

875 Perimeter Drive
Moscow, ID 83844

August 31, 2018

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Executive Summary

Undergraduate research is recognized as a high-impact educational practice that increases the rates of student retention and engagement. At the University of Idaho, it is practiced throughout all units on campus and it is centrally placed in the institution's strategic plan. The Office of Undergraduate Research is taking the lead in enabling research opportunities for undergraduates at UI. It manages various competitive student grant programs that directly support student research.

During AY 2017-18, generous funding from the State Board of Education permitted UI to continue its Summer Undergraduate Research Fellowship (SURF) Program. This intensive multi-week summer research experience actively engages undergraduates in faculty- mentored, independent research. Over the course of 10 weeks, students are mentored toward increased independence on their projects. Each student is provided with a \$4,000 stipend in the form of a fellowship which allows them to devote full time effort to their projects. Each student is also provided with \$1,000 to help offset materials and supplies and other project-related expenses. Selection of student participants is a competitive process in which students submit research proposals to the Office of Undergraduate Research. State Board of Education funding supported 10 SURF awards during the summer of 2018.

Funding provided by the State Board of Education also allowed the Office of Undergraduate Research to support a number of undergraduate researchers during the academic year. This was accomplished through competitive Undergraduate Research Grants awarded to students during the spring semester of 2018. These grants supported semester-long research projects under the guidance of faculty mentors. These grants were in the amount of \$1,000 each for materials and supplies and other project-related expenses. State Board of Education funding supported 5 Undergraduate Research Grants during the spring semester of 2018.

Almost all of UI students supported by State Board of Education funds attended and presented the results of their projects at the Idaho Conference on Undergraduate Research held in Boise in July of 2018. A few students were unable to attend the ICUR conference. In lieu of this, these students will instead be required to present their results at the UI Undergraduate Research Symposium in April 2019.

End of project feedback from students and their mentors was overwhelmingly positive. Significantly, none of the undergraduate research projects described here would have been possible without the support provided by the State Board of Education. We sincerely thank the Higher Education Research Council and the Idaho State Board of Education for making these experiences possible for our students.

Final Project Report: Office of Undergraduate Research (OUR) Undergraduate Research Grant – Spring 2018

Fellowship Recipient: Mason Anderson, Chemical Engineering, University of Idaho

Faculty Mentor: Dr. Mark Roll, Associate Professor, Dept. of Chemical & Materials Engineering

Project Title: Mechanistic Analysis of Borohydride Thermolysis

Abstract: Boron cluster chemistry has seen large strides in progress during the 20th century, but little has been investigated since for these robust hybrid compounds outside of a select number of research groups. Borohydride clusters are essential stepping stones in the path toward many phenomenal applications to areas such as nano-building blocks, super-ionic electrochemistry, and refractory precursors. However, the classical syntheses of these borohydride clusters are obscured by highly reactive and toxic neutral borane compounds and shrouded mechanisms. This project aims to analyze the mechanistic nature of these classical syntheses to employ less toxic precursory materials and afford “greener” side products.

Project Accomplishments:

1. Analyze theoretical oxidation-reduction mechanism of polarizable reactants: The initiation of cluster formation via reduction by borohydride has been proposed while some other work has shown the possibility of a radical based mechanism, determining which is correct (or both) was attempted here

Result: When the classical synthesis was modified slightly and run reacting iodine with NaBH₄ in diglyme, interesting results appeared. With the use of a stainless-steel needle for addition instead of a constant addition funnel (for more precise addition rates) the tip of the needle was destroyed and the broken down by the reaction slurry. This indicates a very reactive intermediate product possibly hydrogen iodide (HI), supporting our prediction.

2. Conduct continuous ¹¹B NMR to monitor transitional states: The use of time-dependent NMR allowed for minute by minute analysis of classical syntheses to help decode the inner workings of the reactions

Result: The time-dependent NMR confirmed the need for a B₂H₇⁻ intermediate product, but the B₃H₈⁻ was not observed in reactions at room temperature indicating the possibility of an activation energy barrier to the formation of B₃H₈⁻.

3. Observe different borohydride product yields after varying reaction reactants: Alkyl halides and metal halides were also tested during this project for their viability as reactants with NaBH₄.

Result: The use of metal halides formed the target anionic cluster, but the solid metal was left after reduction by NaBH_4 leading to a difficult workup and extraction of the anionic clusters. The use of alkyl halides proved difficult in their higher concentration as neat liquids and their inherent ability to photoionize when exposed to sunlight, but with the dilution using the appropriate solvent and careful lighting measures lead to similar cluster formation under similar conditions.

4. Test different reaction solvents: Modifying the classical reaction solvent(s) allows for better analysis of the role played by the solvent in the reaction system

Result: The most interesting change to the system occurred using THP (tetrahydropyran), a cyclic ether only one carbon longer than a classical solvent THF (tetrahydrofuran). When THP was used the reaction only formed higher neutral borane clusters and little to no anionic borohydride clusters were observed, this could be because the neutral species borane and diborane remained in solution after formation and the borohydride (BH_4^-) was not in solution due to the low solubility of NaBH_4 in THP. This result could have potential benefits for in-situ generation of neutral borane clusters to avoid direct handling of the toxic neutral clusters

Summary of Budget Expenditures

Material	Price
Lithium Borohydride, 25g, 90%	\$285.50
PTFE Needle, 2.11mm OD, 12" L (2)	\$26.96 each
PTFE Needle, 1.57mm OD, 12" L (2)	\$23.58 each
BROMINE LIQUID ACS 99.5% 100G	\$46.08
Lithium Borohydride Solution in THF, 100mL, 2.0M	\$107.50
5 mm Medium Wall Precision NMR Sample Tube 9" L, 400MHz (5)	\$17.06 each
Adamantyl Amine, 25g, 97%	\$153.00
Potassium Borohydride, 25g, 97%	\$40.08
Iodomethane, 50mL, 95%	\$57.25
Poster Printing	\$75
Subtotal Supplies	\$996.37
TOTAL	\$996.37

Acknowledgment: This work was made possible by generous support from the Idaho State Board of Education which provided the funding for this Undergraduate Research Grant from the Office of Undergraduate Research. The experience this opportunity provided me was tremendous. I sincerely thank the SBOE and UI's Office of Undergraduate Research.

Final Project Report: Office of Undergraduate Research (OUR) Undergraduate Research Grant – Spring 2018

Recipient: Neale Ellyson

Faculty Mentor: Dr. David Drown, Department of Chemical and Materials Engineering

Project Title: Determining Electrical Conductivity of Battery Plate Materials

Abstract

The electrical conductivity of battery plate materials with GUITAR coated ceramic fiber additives and the cycled plates themselves was measured. University of Idaho patent-pending research on GUITAR has been shown to improve lead-acid battery performance. The measured data of varying coating process and materials were able to be compared against each other. Additionally, the plates from finished cells were measured to provide further results.

Introduction

As a result of years of battery research done by the University of Idaho's Dr. Cheng and Edwards, further exploration of the nature GUITAR coated additives has been required. In response to that, a 4-point conductivity apparatus designed by Roper^{####} yielded data on the electrical conductivity of a material providing an additional metric to weigh in considering a battery cell's performance. Using this apparatus, a methodology for determining the conductive property of battery plate materials can be formed for future research.



This 4-point conductivity apparatus, seen in Figure 1, consists of two copper rods, PVC pipe mounted on a base plate. The bottom copper rod is able to be removed from the base for easier clean up, then the PVC pipe is placed on top of the bottom rod, making a seal of the space inside with the O-rings on the bottom copper rod. The top copper rod is able to fit inside that PVC tube. The brass screws protruding from the top and bottom of the apparatus allow for a variety of clips to be applied for the measuring portion of the procedure.

The project was performed alongside the Lead Acid Battery Research And Testing, or LABRAT, senior design project, whose objective was to test the performance of batteries with 15, 20, 25% by volume additive in both the positive and active materials as well as a control, designated 0% by volume additive.

Method

In establishing a set procedure to measure battery plate materials, the battery plate paste was the main objective to measure. Battery plate paste consists of lead oxide, deionized water, sulfuric acid at 1.4 specific gravity, and in the case of the majority of the research a carbon-coated additive. In the scope of this project, the only additive used was GUITAR coated ceramic fibers produced in the tube furnace. The original intent was to have molds for the paste to be cured and dried in, similar to the fabrication of a battery plate on a lead grid. This required the resulting chip to be completely smooth and flat so the copper rods could make complete contact with the material. Initial trials proved that the curing process adhered the paste to the mold too much to retrieve an intact chip. The next course of action was to crush these chips into a fine powder and

measure the powder. The various preparations done for the variety of materials measured is detailed in Appendix A.1. The measurement procedure is as follows:

- 1) Portion out a consistent mass of the material being measured, approximately 2-3 grams is satisfactory.
- 2) Insert into the PVC tube placed on top of the bottom copper rod.
- 3) Place top copper rod inside and compress material with a weight, approximately 32 lbs.
- 4) Calculate the volume of the material using the known cross-sectional area of the PVC and using the reference pin to measure the length with a digital caliper.
- 5) Either:
 - a. Using an Arbin Battery Tester, apply a uniform current for approximately ten seconds and record measured voltage
 - b. Using a digital multimeter, record resistance.
- 6) Calculate sample conductivity per unit length

This procedure was adapted for the use of other battery plate materials, as well. For example, when measuring the GUITAR coated ceramic fibers, Step 3 required a heavier weight, yielding a more accurate measurement, due to the fibers needing more compression. Step 4 requires the knowledge of the inner diameter of the PVC tube to yield a cross-sectional area of $3.46 \cdot 10^{-4} \text{ m}^2$. Additionally, Step 6 requires elaboration. In order to calculate conductivity, σ (S/m), resistance, R (Ω), must first be calculated using Equation 1:

$$R = \frac{\Delta V}{I} \quad \text{Equation 1}$$

Where ΔV is the difference in voltage, mV, and I is the current in mA. Using this calculation, conductivity can be found using Equation 2:

$$\sigma = \frac{L \cdot R \cdot A}{1000} \quad \text{Equation 2}$$

Where L is the measured length, m, from the reference pin, yielding the volume of the substance inside the PVC.

Results

In conjunction with the LABRAT design team, the conductivities of the ceramic fibers were continuously measured prior to the pasting process. These results can be seen in Figure 2.

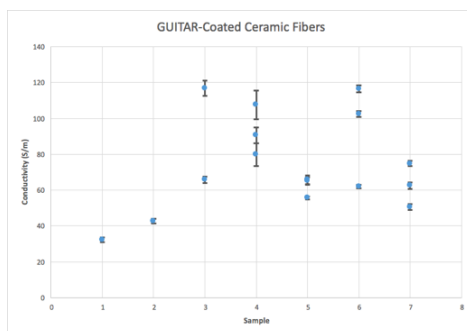
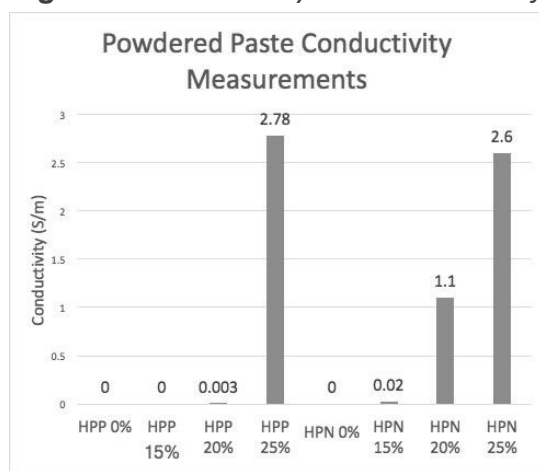


Figure 2: Conductivity measurements of GUITAR coated ceramic fiber

It is noticeable that there are multiple measurements for a given sample. As the amount of volume required per battery plate pasting batch increased throughout the semester, multiple batches were produced for a single pasting session. In adapting the procedure to these variations, the batches would first be measured individually and then combined and measured once more. Once combined the fibers would be integrated at varying volume percentages to the battery paste where samples 1-4 were used in 15, 20, 25 and 25% again in the positive material battery paste and samples 5-7 were used in the 15, 20, 25% negative active material battery paste. These results were used alongside the battery cell's performance to compare which cells performed best at a given conductivity.

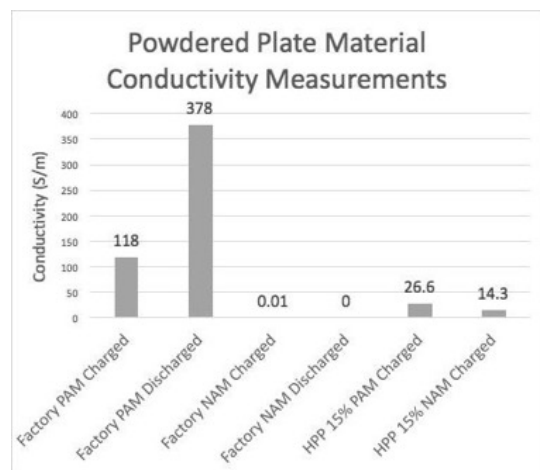
Finally, the conductivities of the powdered paste samples were also measured, seen in Figure 3.

Figure 3: Conductivity measurements of powdered battery paste materials



Here, data reflects the understanding that adding more conductive materials to a nonconductive material yields an increase in overall conductivity. To be clear, the notation HPP stands for hand-pasted positive, and HPN, for hand-pasted negative. The 0, 15, 20, and 25 percentages represent the amount of volume added of a specific additive, in this case the GUITAR coated ceramic fibers.

Additionally, preliminary data was recorded from battery plates that had been formed and completed their cycling routine. This data can be seen in Figure 4.



To clarify notation, 'Factory PAM Charged' refers to the positive active material (PAM) plate, fabricated by the Concorde Battery Corporation, retrieved from a charged battery cell. Therefore, the 'Factory NAM Discharged' similarly refers to the negative active material (NAM) plate, also fabricated by the Concorde Battery Corporation, retrieved from a discharged battery cell. Additionally, the HPP 15% PAM/NAM Charged refer to the material retrieved from a charged positive limiting battery cell. In this case the positive active material is the only sample that contains the additive and the negative active material has no additive inside it though it was noted that it certainly seemed affected by the presence of the additive. Further details of the results are presented in Appendix A.2.

These data are only preliminary as a procedure to retrieve these plates requires additional modifications. Recovering these materials proved difficult due to the degradation of the battery plate at the end of its cycling routine. Many plates had bits of the lead grid being removed with the lead or lead dioxide 'biscuits'. Having those remnants of grid in the material seemed to drastically effect the conductivity results, as seen in the two positive active material samples.

The promising piece of data from these trials were the measurements of the 15% by volume additive in the charged state illustrates that the battery plates are still conductive after the duration of a cycling routine. Continuing these trials could corroborate or refute that the additive continues to contribute to the plate's overall conductivity.

Conclusion

Measuring the conductivities of battery plate materials has proven to be further aid in exploring the properties of a given carbon-coated additive, as well as some insight into the performance of a battery with these additives. Additionally, the battery paste materials showed measurable conductivity increase with the volume percentage increase within a paste.

Preliminary results showed that the battery plates maintain a measure of conductivity after begin formed and processed through a cycling routine.

Recommendations

To continue this research, it is advisable to explore designing a metallic lead conductivity mold to apply the paste with additive to. This scaled-down version of a battery plate then has the potential to be formed and sent through cycling routines. Furthermore, replicate measurements for fully charged and discharged battery plates should be performed and compared to the preliminary data, additionally providing a consistent and effective method of retrieval for these materials.

Appendix

A.1: Detailed preparation procedure for battery plate materials

Battery plate 'chips':

1. Starting with a standard battery plate paste composed of lead oxide, deionized water, sulfuric acid, and ligand expander in the negative paste, take approximately 10g worth of paste and apply to the PVC pipe molds of varying thicknesses using a plastic putty knife.
2. Pack the paste into the mold and flip over, ensuring to flatten both sides as much as

possible.

- Once packed and flattened, continue the battery plate fabrication process and cure the paste inside an industrial pressure cooker, using wooden popsicle sticks as dividers between the pasted materials to ensure access for the water to properly cure them.
- After curing for 24 hours, move the materials to an oven to be dried for as long as necessary. Due to the varying thicknesses of the chips some may require longer time in the oven. When first placed in the oven, the materials look clearly saturated with water as the paste still seems wet, but as it dries the saturation is lost and the materials begin to look lighter. When this is seen throughout the plate, it is ready to be removed from the oven, typically three to four days.
- Once fully dried the chips are ready to be crushed using a mortar and pestle, making sure to create a fine consistency. At this point the conductivity of the battery plate paste is ready to be measured.

Used battery plate materials:

- Starting with a cell that's completed its cycling routine, remove the desired battery plates and rinse thoroughly with deionized water to remove any sulfuric acid from it.
- Once rinsed, transfer the used plates to an oven to dry. Similarly to drying paste, identify a fully dried plate by its entire lightness in color from loss of saturation.
- Once dried, carefully remove the 'biscuits' of the plate, specifically the portion of lead or lead dioxide that fill the holes of the lead grid. It is important to not mix any remnants of the lead grid in with the sample as that can greatly skew the results of the conductivity measurement.
- Once the biscuits have been retrieved, they may be placed in a mortar and pestle to be pulverized to a fine consistency and then proceed to measurement.

GUITAR-coated ceramic fibers:

- Starting with a batch of carbon-coated fibers produced from the tube furnace, typically the fibers arrive in a clumped fashion. This requires the separation of the fibers, achieving approximately portioned sizes of a gram.
- Once the sample is fully de-clumped it is important to thoroughly mix the sample. Coated fibers produced in the tube furnace yields varying conductivities depending on where the fibers were placed in the tube furnace, therefore mixing yields a more accurate measurement.
- Once entirely mixed the conductivity of the sample is ready to be measured.

A.2: Detailed results of GUITAR-coated ceramic fibers

Date	Sample	Additive %Vol Material	Conductivity (S/m) ± (95% Confidence)	Average Resistance (Ω)
1/19/18	1	15% GUITAR Coated Ceramic Fibers from 1/17 Pasting (+ 15%)	32.28752	1.43528
1/24/18	2	20% GUITAR Coated Ceramic Fibers from 1/24 Pasting (+ 20%)	42.72056	1.18364
1/28/18	3	25% GUITAR Coated Ceramic Fibers from 1/27 Batch 1	116.73870	4.29406
1/28/18	3	25% GUITAR Coated Ceramic Fibers from 1/27 Batch 2	65.74906	1.82229
1/31/18	4	25% GUITAR coated ceramic fibers from 1/27 Batch 1 (Redo)	107.62359	8.00954
1/31/18	4	25% GUITAR coated ceramic fibers from 1/27 Batch 2 (Redo)	90.56589	4.45080
1/31/18	4	25% GUITAR coated ceramic fibers mix of Batch 1&2	79.86605	6.35907
2/5/18	5	15% GUITAR coated ceramic fibers from 2/3 Batch 1	55.65801	0.70664
2/5/18	5	15% GUITAR coated ceramic fibers from 2/3 Batch 2	65.87138	2.42920
2/5/18	5	15% GUITAR coated ceramic fibers from 2/3 Mix of 1&2	65.22990	2.12672
2/13/18	6	20% GUITAR Coated Ceramic Fibers from 2/11 Batch 1	61.88446	0.931066
2/13/18	6	20% GUITAR Coated Ceramic Fibers from 2/11 Batch 2	116.5937	1.948212
2/13/18	6	20% GUITAR Coated Ceramic Fibers Present Mix	102.4777	1.753561
2/21/18	7	25% GUITAR Coated Ceramic Fibers from 2/17 Batch 1	74.76046	1.498315
2/21/18	7	25% GUITAR Coated Ceramic Fibers from 2/17 Batch 2	50.55383	1.534483
2/21/18	7	25% GUITAR Coated Ceramic Fibers Present Mix	62.54501	1.879595

A.3: Scanning Electron Microscope Results

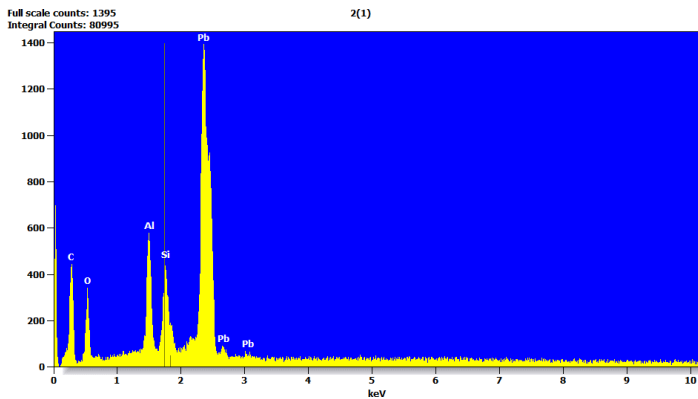


Figure 5. This graph is a general EDS survey of the region of the 20% fiber loading positive plate shown in Fig. 6. This shows the presence of primarily Pb, as would be expected, Al and Si from the fibers, O from the positive active material as well as the fibers.

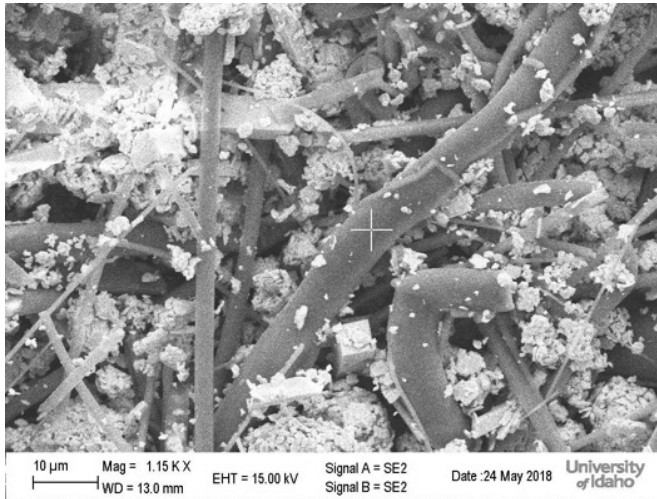


Figure 6. 1.15K X view of the 20% fiber loaded positive plate. The crosshair marks the spot sampled using EDS shown in Fig. 7.

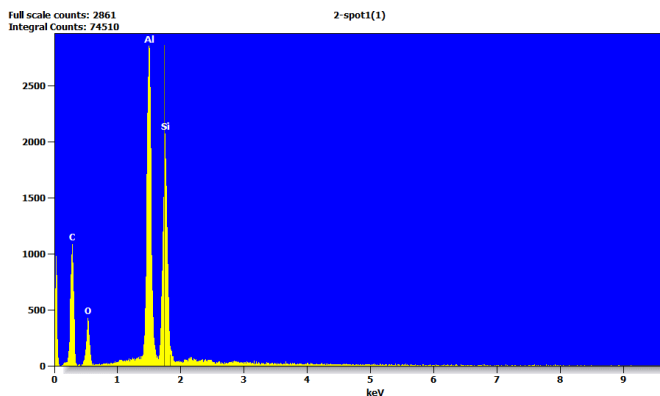


Figure 7. EDS analysis of the spot marked in Fig. 6. This indicates the strong presence of Al, Si, and O in the fibers as would be expected. It also shows a strong presence of C which indicates that the GUITAR coating is intact on the fiber.

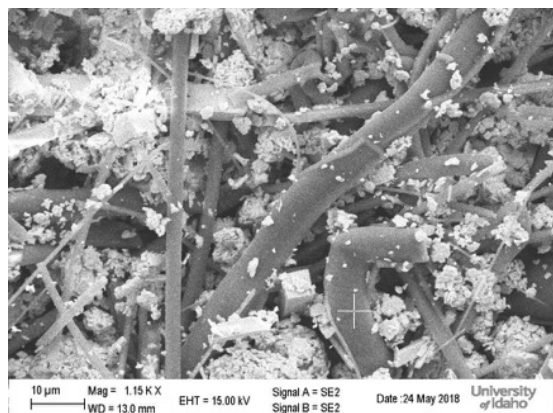


Figure 8. The same view of the plate shown in Fig. 6 except the spots sampled for EDS is moved to a different fiber. Analysis is shown in Fig. 9.

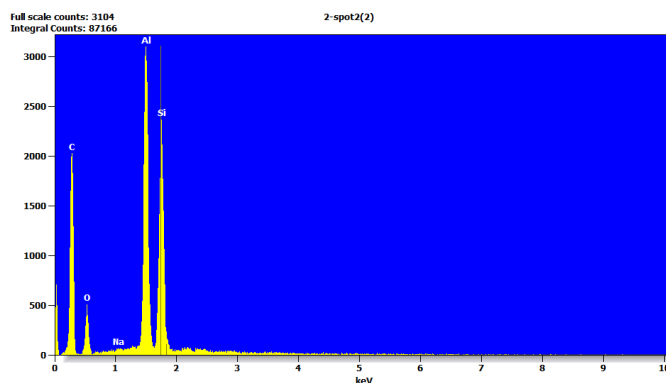


Figure 9. EDS analysis of the spot marked in Fig. 8. This indicates the strong presence of Al, Si, and O in the fiber as would be expected. It also shows a strong presence of C which indicates that the GUITAR coating is intact on the fiber. The indicated presence of sodium is likely indicates that the fibers contain some level of NaO.

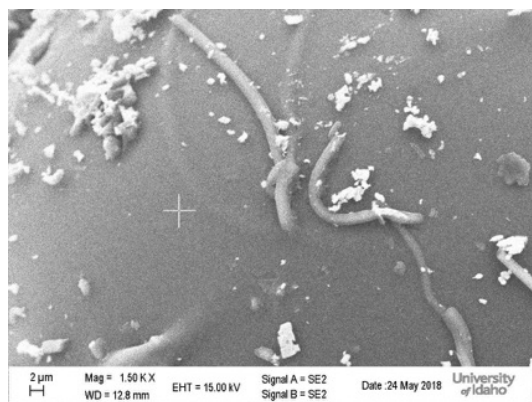


Figure 10. Location of EDS spot scan on a portion of a fiber in the 25% loading positive active plate

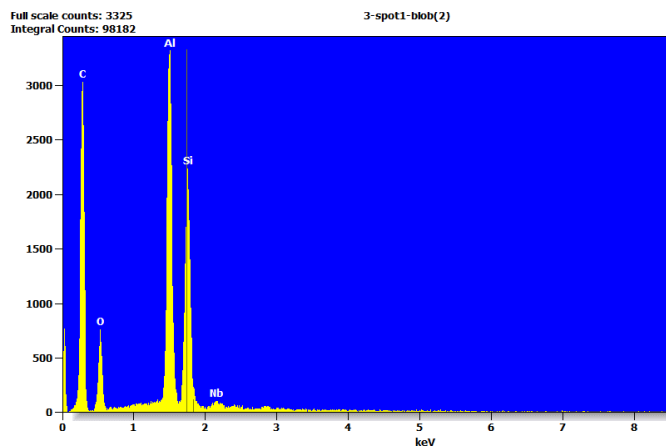


Figure 11. EDS analysis of the spot marked in Fig. 10. As in Fig. 9, the presence of GUITAR on the fiber is strongly indicated. It is unclear as to the source of the Nb peak as there are no elements with x-ray emission energy levels easily confusable with Nb.

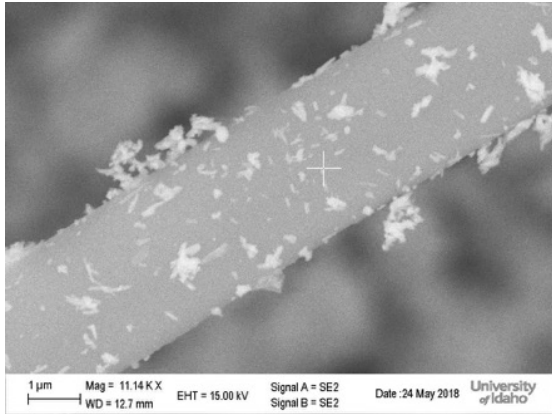


Figure 12. Location of EDS analysis of a fiber found in a sample taken from a 15% fiber loaded positive plate identified as 'charged'. Analysis results shown in Fig. 13

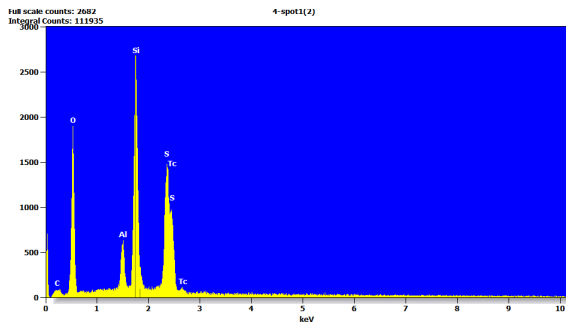


Figure 13. EDS analysis associated with Fig. 12. Only a small amount of C is detected on the sample. This indicates that little if any GUITAR remains on the fiber. S and Tc peak results from an energy level confusion with Pb and indicates a strong presence of Pb on the sample. This is observable on Fig. 12 in the form of the white flakes.

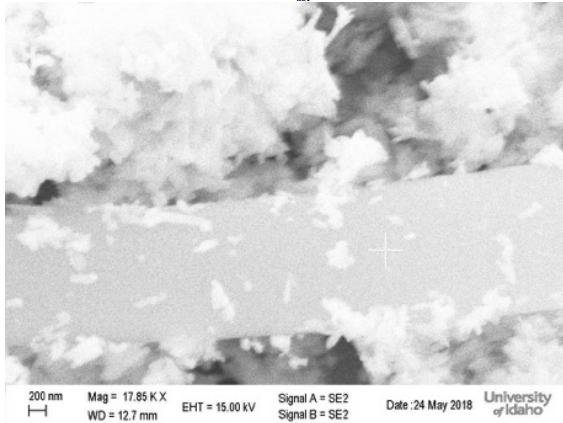


Figure 14. Location of EDS analysis of a fiber found in a sample taken from a 15% fiber loaded positive plate identified as 'charged'. Analysis results shown in Fig. 15

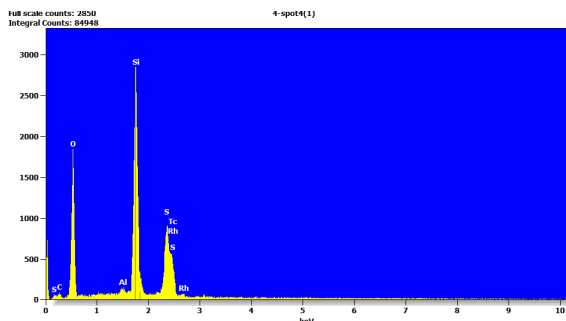


Figure 15. EDS analysis associated with Fig. 14. Only a small amount of C is detected on the sample. This indicates that little if any GUITAR remains on the fiber.

S, Rh, and Tc peak results from an energy level confusion with Pb and indicates a strong presence of Pb on the sample

Final Project Report: Office of Undergraduate Research (OUR) – Spring 2018

Grant Recipient: Jacquelin Martinez-Alvarez, Chemical & Materials Engineering,
University of Idaho

Faculty Mentor: Dr. Matthew Bernards, Assistant Professor, Department of Chemical &
Materials Engineering

Project Title: Air-brushed nonfouling drug delivery patches

Abstract: A significant challenge in the field of biomaterials is the nonspecific adsorption of proteins to implants. Upon implantation, this nonspecific protein adsorption triggers the natural foreign body response leading to encapsulation and failure of the device. Zwitterionic materials are excellent at resisting protein adsorption. For this reason, we are investigating the zwitterionic polymer poly(sulfobetaine methacrylate) (polySBMA). Using polySBMA, our goal is to produce nonfouling-polymer-microfibers by airbrush-spraying. Airbrush-spraying is a novel and innovative technique. To date we have explored the influence of spraying pressure, nozzle diameter, distance to collector, polymer molecular weight, and solvent. We have also optimized the use of a photo-polymerization reaction to reduce the water solubility of the resulting microfibers. The long term goal is to use these microfibers to create a high-surface-area drug delivery platform.

Project Accomplishments**1. Perfected polymerization technique**

Description: Free-radical polymerization was used to produce polySBMA. The reaction took place under nitrogen protection. In the reaction, varying concentrations of potassium chloride (KCl) were used to vary the molecular weight of the polymer.

Results: “Mega-batches” of polySBMA, at different molecular weights, were successfully produced. Varying the molecular weight proved to be important in microfiber production. As the concentration of KCl increased, molecular weight decreased, which also decreased fiber diameter. We found KCl to be optimal at a concentration of 2.5 M.

2. Optimal spraying solvent

Description: The polySBMA was viscous enough to need a solvent for spraying. The following solvents were tested: acetone, ethanol, and aqueous sodium chloride (NaCl(aq)). When testing NaCl(aq), the concentration of NaCl was varied to have an insight as to how fiber diameter changes. KCl concentration was kept constant at 2.5 M.

Results: PolySBMA was unable to dissolve in acetone nor ethanol, however, it did dissolve in NaCl(aq). As the concentration of NaCl increased, fiber diameter decreased. We found NaCl to be optimal at a concentration of 0.30 M.

*Note: It is optimal to have smaller fiber diameter, to allow for high-surface-area.

3. Varied spraying conditions

Description: To produce uniform microfibers, a variety of spraying conditions were tested: spraying pressure, spraying nozzle diameter, and distance to collector. KCl and

solvent NaCl concentration were kept constant at 2.5 M and 0.30 M, respectively.

Results: Uniform microfibers were produced when pressure was at 30 psi, nozzle diameter was at “2-rotation wide”, and the distance from collector to air-brush sprayer was at 10 cm away.

4. Examined the use of a UV-photo-polymerization reaction to reduce water solubility

Description: After a successful production of uniform microfibers, water solubility was tested by soaking the resulting microfibers in water. They instantly dissolved upon exposure to water, thus came the idea of introducing a UV-photo-polymerization reaction to help reduce water solubility of the resulting microfibers.

Results: Water solubility reduced significantly with the use of a UV-photo-polymerization reaction. After exposure to water, the microfibers kept their structure and uniformity.

5. Optimal photo-initiator concentration

Description: Although water solubility was reduced, at the initial tested photo-initiator concentration (introduced in the photo-polymerization reaction), the resulting microfibers had some noticeably large chunks of undissolved photo-initiator within them. For this reason, photo-initiator concentration was examined.

Results: By reducing the photo-initiator concentration from 0.089 M to 0.009 M, mixing was optimized and the photo-initiator chunks were no longer present.

Summary of Budget Expenditures

Supplies	Cost
Air-brush sprayer (3x)	\$45.06
Photo-initiator (1x)	\$112.09
Frame for system (1x)	\$403.20
Monomers (2x)	\$257.38
Petri dish 100X15mm (1x)	\$110.64
Ethanol 1 gal (1x)	\$23.63
Poster printing	\$48
Total spent	\$1,000

Conference Presentation: This research was presented at the 2018 UI Undergraduate Research Symposium and at the 2018 Idaho Conference on Undergraduate Research in Boise, ID.

Acknowledgment: This research could not have been as successful as it has been without the generous support of the Idaho State Board of Education. I truly appreciate the support given to me in the form of an Office of Undergraduate Research Grant.

Final Project Report: Office of Undergraduate Research (OUT) Summer Undergraduate Research Grant – Spring 2018

Grant Recipient: Cheyanne Myers, Animal Sciences, University of Idaho

Faculty Mentor: Dr. Gwinyai Chibisa, Department of Animal and Veterinary Sciences

Project Title: Determining what causes differences in feed efficiency in cattle raised on rangeland

Abstract: Currently the global population continues to grow at a fast rate, which is increasing the demand for food. However, given the finite amount of resources, such as land and water, meeting this demand is becoming harder. Therefore, improving production/feed efficiency in animal agriculture could be the solution. In Idaho, the cattle industry is a major part of the economy and most cattle are raised on rangeland. Determining whether feed efficiency for rangeland cattle could be improved will help Idaho producers produce more meat with less cattle and reduce their feed costs. Although there is information on what accounts for differences in feed efficiency in animals raised in intensive management systems (feedlots), not much is known about animals raised on rangeland. Therefore, the objective of my study was to determine whether there are differences in protein metabolism in animals that are classified as efficient and inefficient in converting feed to meat when raised on rangeland. I conducted gene expression analysis for markers of protein synthesis and degradation, and also measured amino acid concentration in blood. Having this information is critical as it will add to the body of knowledge that will enable genetic selection of cattle with high feed efficiency.

Project Accomplishments

1. My first goal was to determine the differences in protein metabolism in efficient vs. inefficient cattle that are raised on irrigated pasture compared to rangeland.

We know that cattle raised on rangeland have to work harder (traveling to graze and drink water), and deal with a number of stressors, environmental conditions. All of these factors can affect the rates of protein synthesis and breakdown. We know that proteins build up a majority of the body. Proteins function as enzymes, nutrient transporters, and to help the body grow and repair.

Result: We used q-PCR to determine transcript abundance of markers of protein synthesis and degradation in skeletal muscle samples. Unfortunately, during our runs we noted that we had low RNA abundance. Therefore, we have no numbers to report for gene expression. However, we are currently troubleshooting and trying to determine if we can salvage the situation. I sent 6 samples to the on-campus Genomics Resources Core lab to determine the profile and concentration of RNA in our samples. I am also planning to run RNA integrity gels to determine if our samples can be used for q-PCR. We ordered the supplies that are needed and are waiting for them to be delivered. We will report back to you once we have all that information, and I am continuing to work on the project.

2. My second goal was to determine the plasma amino acid concentration in animals that are efficient vs. inefficient

Determining plasma 3-methylhistidine, urea-N and amino acid concentration can be useful in studying protein metabolism. Amino acids are the building blocks for protein. However, body protein can be broken down to provide amino acids in times of need, which can cause muscle wasting. Muscle wasting can cause an increase in the concentration of 3-methylhistidine in blood. Amino acids in excess of requirements cannot be stored and are further broken down to a carbon skeleton and ammonia. Ammonia ends up converted to urea-N, which is then excreted in urine.

Result: There were no differences ($P = 0.214$) in the plasma concentration of 3-methylhistidine, an indirect indicator of muscle protein breakdown. We observed no differences ($P = 0.750$) in the blood urea-N (BUN) concentration. Blood urea-N concentration can be used as a measure of amino acid breakdown. Based on the 3-methylhistidine and BUN data, it is possible that there were no differences in body protein breakdown between efficient and inefficient cattle. Plasma Cit concentration was higher ($P = 0.025$) whereas plasma Try concentration tended ($P = 0.088$) to be higher in inefficient than efficient cattle. We also noted that the concentrations of Ser tended ($P = 0.088$) to be higher in efficient compared to inefficient cattle. However, the plasma concentrations of Asp, Thr, Asp, Glu, Gln, Pro, Gly, Ala, Val, Met, Cys, Iso, Leu, Tyr, Phe, Lys, Arg, His and Orn did not differ ($P \geq 0.139$) across treatments.

Summary of Budget Expenditures

Supplies	Cost
TF 5X-TAQMAN FAST UNIVERSAL (\$1,000 from this award, remaining \$42.85 provided by mentor)	1,042.85
TOTAL	\$1,042.85

Conference presentations: The poster submitted with this project was presented at both the UI university-wide Undergraduate Research Symposium in Moscow, ID, as well as at the ASAS convention in Vancouver, BC, Canada, in July 2018.

Acknowledgement: I would like to acknowledge the University of Idaho and the Idaho State Board of Education for providing funding in the form of an Undergraduate Research Grant. This project has been a huge and very positive learning experience for me. Without the funding provided to me through this program, I would not have been to conduct this research. Thank you!

Final Project Report: Office of Undergraduate Research (OUR) Undergraduate Research Grant – Spring 2018

Grant Recipient: Frankie Scholz, Biological Sciences, University of Idaho

Faculty Mentor: Dr. Tanya Miura, Department of Biological Sciences

Abstract: Respiratory syncytial virus (RSV) is an intracellular pathogen that infects people of all ages. RSV is responsible many deaths each year and currently, there is no licensed vaccine. In an alternate form of therapy, monoclonal antibodies can be used to treat infection by neutralizing the virus. We want to investigate the ability of RSV to mutate under stress of a human monoclonal antibody, D25. We hypothesized that RSV will mutate under stress of a sub-inhibitory dose of D25 resulting in escape from neutralization. Molecular modeling done by our collaborators will also accurately predict these mutations. To test this, we introduced RSV to rounds of selection in the presence of D25 and allowed time for mutations to arise. After ten rounds of selection in HEp-2 cells, viral mutants required significantly more antibody for neutralization. The mutants were sequenced for specific amino acid changes and compared to the modeled predictions done by our collaborators. These results will help us better understand how RSV evolves to escape neutralization.

Project Description: The antibody response is crucial for prevention and treatment of RSV. Many antibodies are in development, including D25. The development of a vaccine based on the F protein found on RSV is currently a high priority in the field. RSV is capable of mutating and evolving to escape antibody recognition to avoid neutralization. In this study, we want to select for antibody escape mutations with antibody D25 in the F protein of RSV. Our findings will aid in the work of our collaborators in the physics department who are modeling the F protein to predict possible escape mutations the virus may develop to evade the antibody recognition.

We hypothesize that RSV will mutate under stress of a sub-inhibitory dose of antibody D25 resulting in escape from neutralization. We also predict that molecular modeling done by our collaborators will accurately predict these mutations. To test this, we exposed the virus to antibody D25 in a dilution that hinders the virus but, does not completely neutralize it. This was done in a low dose of D25 (0.16 $\mu\text{g/mL}$) for five passages. The mutant populations from the five passages were then hit with a higher dose of D25 (2.5 $\mu\text{g/mL}$) and pressured for another five passages of selection. In this way, the virus will adapt and form mutations to escape the antibody (See Figure 1.1).

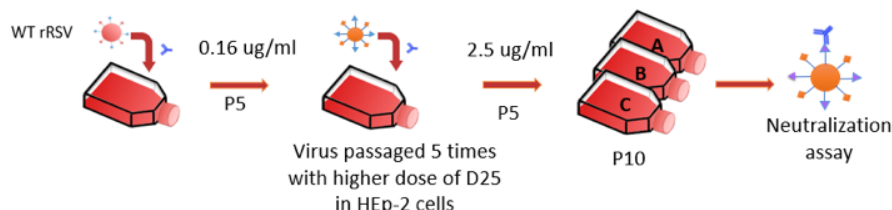


Figure 1.1 *Selection of Antibody Escape Mutants*

HEp-2 cells were incubated with wild-type virus infection. Neutralizing antibody D25 was introduced in a low dose then a higher dose to select for natural mutations in the F protein that allow virus to grow in the presence of D25.

We used genetic sequencing to identify the antibody escape mutations. Further experiments will confirm that these mutations lead to antibody escape and determine how the mutations affect the growth of RSV in the absence of antibodies. This study will not only lead to an understanding of how RSV changes to avoid antibody neutralization but, will also provide data to test the predictions made by molecular modeling.

Project Accomplishments: Thus far, data illustrates that a significantly higher dose of antibody D25 is required to completely neutralize the passaged RSV compared to that of the wild-type RSV. The wild-type RSV that was used to begin the passage experiments was completely neutralized at 1.3 µg/ml, and populations passaged 10 times in the presence of D25 now require >80 µg/ml of antibody to completely neutralize the virus (*See Figure 1.2*).

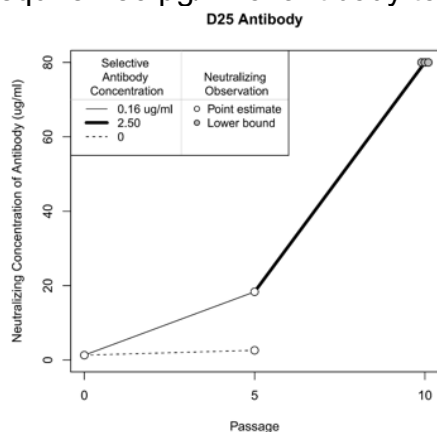


Figure 1.2 Neutralizing Antibody Concentration of Mutants Across Passages

Neutralizing Concentrations were obtained through neutralization assays. HEp-2 cells were incubated in a 96-well plate with 1:2-fold dilutions of D25. Cells were monitored for viral infection for 7 days.

The virus populations passaged five times in 0.16µg/ml of D25 and those passaged an additional five in 2.5µg/ml for a total of ten passages were isolated for their RNA, reverse transcribed to cDNA, and then further amplified by PCR. The PCR products were sent to Elim BioPharm for sequencing of the F gene.

Data received from the sequencing shows a single point mutation in the F protein in mutants evolved from the first five passages of selection: N208Y. In this mutation, an asparagine residue was mutated to a tyrosine and this change alone prevents the access of D25 to a small hydrophobic pocket on the F-protein by steric hindrance. A second point mutation arose in addition to the first in the mutant populations that were passaged ten times in the presence of D25: Q202R. This mutation of a glutamine to an arginine abolishes three hydrogen bond interactions with D25 originally present in the wild-type. Both mutations affect the ability of D25 to bind and interact with the F-protein. These data suggest that RSV successfully evolved to escape neutralization by D25.

Budget Expenditures:

Materials	Cost
Plasmid Preparation Kit	\$250
Mutagenesis Reagents	\$300
Chemicals to make buffers	\$50
Plastic ware	\$225
Cell culture media	\$100
Poster	\$75
Total	\$1,000

I presented a poster of my work at the UI Undergraduate Symposium in April of 2018 and at the 2018 Idaho Conference of Undergraduate Research (ICUR) in Boise.

Acknowledgement: I would like to thank the State Board of Education for providing me the opportunity to conduct my research. I am very proud of the research I did this and I learned a tremendous amount that will have a large impact on the rest of my future endeavors. Without the support from SBoE, I would not have been able to participate in this research.

Final Report: Office of Undergraduate Research, Summer Undergraduate Research Fellowship, summer 2018

Fellowship Recipient: David Behrens, Department of Geological Sciences

Mentor: Dr. Jeff Langman, Department of Geological Sciences

Project title: Evolution of Carbonate Weathering and Nanoparticle Release

The purpose of this experiment was to evaluate detection methods of a new mechanism for carbonate weathering—ejection of nanoparticles from the mineral surface by unidentified repulsive force(s). This new mechanism of carbonate weathering has recently been detected (Levenson and Emmanuel, 2017a) and heavily debated (Le Merrer and Colombani, 2017; Levenson and Emmanuel, 2017b). Such a mechanism could explain why geochemists have struggled to quantify the dissolution rate of carbonates. For this study, it was hypothesized that the use of a dynamic light scattering (DLS) analyzer could detect solution nanoparticles ejected from the surface of the carbonate mineral that would allow for quantification of the nanoparticle distribution and stability (zeta potential). The original proposal was to use smithsonite [ZnCO_3], but sufficient quantities for a reasonable price could not be located; therefore, the subject mineral was changed to calcite, which was used by Levenson and Emmanuel.

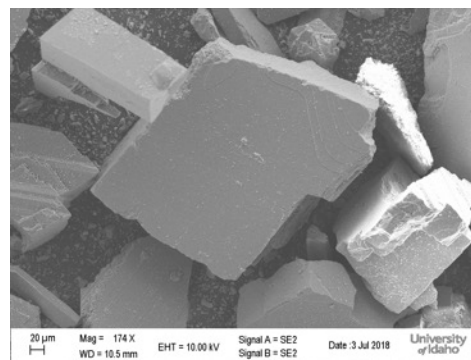


Figure 1. Scanning electron microscope image of calcite grains used in the weathering experiments.

To facilitate the weathering of the calcite and produce a solution for analysis, four weathering chambers were constructed (Fig. 2). A non-traditional design was chosen to enhance the rate of weathering and allow for a more rapid production of potential ejected nanoparticles. The chambers were comprised of 20-cm long, clear plastic tubing with a 5-cm diameter. A black rubber cap and air valve was installed on one end, while the other end contained a layered construction consisting of protective mesh, 23- μm filter, 11- μm filter, protective mesh, snap in drain, and rubber cap with drain spigot. The filter end allowed for draining of each chamber after each experiment. A small hand pump could be attached to the top valve, which allowed for air to be pumped into the tube to force water through the filters. Each weathering chamber was filled with an aqueous solution of a variable volume, typically one circumneutral and the other slightly acidic at each temperature condition. While the weathering chambers were in use, they were placed on shaker tables set to 80 rpm, which was believed to be sufficient to minimize boundary layer issue but not fast enough to inadvertently cause physical weathering processes (collision). In order to test Arrhenius behavior of the weathering processes, two of the chambers were placed in a walk-in refrigerator at 5°C and two chambers in the lab at 21°C.

Each of weathering chamber contained 100 g of ground calcite. The calcite was ground to a diameter range of 125 to 300 μm to maximize available surface area for weathering. It was hypothesized that any particles that passed the 11- μm filter would have been produced by the particle-ejection mechanism. The drain water was collected after each

experiment for analysis as raw water (unfiltered) and 450-nm filtered water to examine a potential large range of micro- to nano-particles (raw) and nanoparticle-only range (<450 nm). All samples were analyzed for particle size distribution and zeta potential (stability) with the DLS analyzer.

Figure 2. Images of the weathering chambers on the shaker tables and in the drain stand setup.



Initial experiments did not produce the expected range of particles or the particle concentration was below detection limits. Believing the initial results were due to low concentrations of the particles in solution, the amount of water in the tubes was reduced, the pH of the solution was adjusted, and the length of time that the tubes were agitated was increased. During the course of the experiments, the water from the weathering chambers underwent several other tests to obtain relevant environmental data. For each drain solution pH, Eh, and electrical conductivity were measured, which allowed for the determination of the amount of buffering and dissolution to be quantified. Initial data indicated that the conductivity of the water remained relatively low until the acidity was substantially increased. A Hach spectrophotometer was used to measure water hardness, to determine the mass of calcite that was being lost during each experiment. Unfortunately, these experiments did not detect particles of the predicted size.

In order to compensate for the unsuccessful weathering chamber experiments, small scale experiments were instituted alongside the chamber experiments. The DLS can be set up to allow for water to flow through the detector, but the equipment necessary is expensive and would require a larger experiment. To replicate this “flow through” design, 100 mg of calcite was added directly to DLS cuvettes with 4 mL of water at neutral, slightly acidic and very acidic conditions. These cuvettes were placed on the shaker table with the larger weathering chambers and analyzed with the chamber samples. While these did yield particles in solution in the water, results were inconsistent between trials.

It is difficult to draw specific conclusions since the nanoparticles were never consistently detected. It is possible that the original study that examined the ejection process solely by examining changes to the mineral surface was not detecting nanoparticle ejection but area-specific (lattice point) dissolution of the carbonate mineral surface at specific locations. If the ejection weathering mechanism does occur, a few possibilities exist for why they were not detected under these experimental conditions. First, it is possible that the ejected nanoparticles are not stable and quickly dissociate into their constituent ions in solution. Additionally, it is possible that the nanoparticles are produced, but they are produced at such low concentrations as to not be detected by the DLS. This possibility also offers a potential reason that these particles have not previously been identified; they are not a major component of the weathering of calcite.

References

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<https://doi.org/10.7185/geochemlet.1714>
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<https://doi.org/10.7185/geochemlet.1748>

Budget

<u>Material</u>	<u>Supplier</u>	<u>Unit Cost</u>	<u>Units</u>	<u>Subtotal</u>	<u>Total</u>
Hach hardness kit	Hach	\$74.05	2	\$148.10	\$165.89
Shaker table	Sonic Supply	\$325.00	1	\$325.00	\$337.44
Calcite (Bulk pack 1 kg)	VWR	\$31.00	2.5	\$77.50	\$84.54
Mortar and pestle	Amazon	\$206.00	1	\$206.00	\$219.35
Filters	Cole Palmer	\$20.71	1	\$20.71	\$30.63
Caps + drains	Amazon	\$3.30	8	\$26.40	\$46.12
Plugs and felt	Spence's			\$15.00	\$46.23
2" tubing	Grainger	\$41.40	2	\$82.80	\$82.80
				Total:	\$1,013.00

*The SURF award provided \$1,000 in project-related supplies and a \$4,000 student fellowship. The remaining funds (\$13) were provided by Dr. Langman.

Acknowledgement: The support provided by the State Board of Education in the form of a Summer Undergraduate Research Fellowship was greatly appreciated. I would not have been able to participate in this research project or gain the experience I did. Thank you very much.

Final Project Report: Office of Undergraduate Research (OUR) Summer Undergraduate Research Fellowship (SURF) – Summer 2018

Fellowship Recipient: Zachary Blume, Department of Biological Sciences

Faculty Mentor: Dr. Diana Mitchell, Department of Biological Sciences

Project Title: Modulation of the Retinal Immune Environment in a Zebrafish System of Rod Photoreceptor-Specific Degeneration

Abstract: Activated and pro-inflammatory microglia, along with accompanying local inflammation, are associated with human retinal degenerative disease. However, it remains unclear if these aspects of the immune response are symptomatic or directly initiate and/or contribute to disease pathology, such as the death of additional retinal neurons. One hypothesis for continued loss of neurons in retinal degenerative disease is that microglia may engulf, or possibly initiate cell death of, otherwise healthy neurons. Our project attempts to test this hypothesis using a zebrafish system in which rod photoreceptors die due to a toxic transgene (XOPS:mCFP), but cone photoreceptors survive. We first characterized microglial characteristics in XOPS:mCFP retinas compared to wildtype and found that microglia localize to the photoreceptor layer and engulf dying rods, but total numbers of microglia are similar. Next, we successfully induced a pro-inflammatory retinal immune environment by intraocular injection of zymosan (a pro-inflammatory compound), as indicated by infiltration and division of immune cells in the retina and gene expression of selected transcripts. Our next goal is to determine if this induction of a pro-inflammatory retinal environment may result in subsequent cone death or disappearance in XOPS:mCFP retinas, thus directly probing contributions of a dysregulated immune environment to retinal degenerative disease.

Project Accomplishments:

1. Our first goal was to show that we could induce an inflammatory immune response in the zebrafish retina. More specifically, in the retina of a zebrafish transgenic line with rod-photoreceptor specific degeneration.
 - a. The retina contains two distinct types of photoreceptors responsible for vision: rods and cones. Rods are responsible for dark/light distinction and visibility in dimmer light, while cones are responsible for brighter, color vision. In humans (and mice), when rod photoreceptors degenerate due to a genetic mutation, cones inexplicably die as well. One hypothesis for this subsequent cone death is microglia activation – activation of the resident immune cells of the retina. It is thought that by responding to the programmed rod death the microglia may inadvertently consume or kill cones via proinflammatory mechanisms. However, in a zebrafish system in which rods die due to a rod-specific transgene, the cones survive. Our goal was to show that we could activate the microglia in that zebrafish system.

Results: We used the compound zymosan, which is a fungal carbohydrate molecule that mimics infection (by binding TLR 2). Zymosan triggers an immune response without the resulting pathology of a real infection. We found that we were able to induce

an inflammatory response in the retina shown by increased immune cell infiltration and up regulation of selected proinflammatory genes in zymosan injected eyes.

2. Our second goal was to determine if the induced proinflammatory state resulted in subsequent cone death.

Results: We found that cell death slightly increased in zymosan injected eyes when compared to saline injected control eyes. Interestingly, we found (using the fluorescent cyan reporter for rods) that the increase in cell death appears to be attributed to cell population other than rods in zymosan injected eyes.

3. Our third goal was to determine if the induced proinflammatory state resulted in subsequent increase in cell proliferation
 - a. Zebrafish have the incredible ability to regenerate their retinal tissue in response to damage. An increase in cell proliferation following a proinflammatory induced state may indicate an attempt at regeneration in response to damage caused by immune activation.

Results: We found that cellular proliferation showed a trend of increasing in zymosan injected eyes when compared to saline injected controls eyes, although it was not statistically significant.

Future Directions: From this experiment we have proved we can induce inflammation in the zebrafish retina. The future of this project will be to determine if sustained inflammation (for longer periods) in the retinal microenvironment may result in subsequent cone death or other signs of pathology in the rod-specific degeneration line of zebrafish. This will be more akin to simulating a chronic degenerative disease that we observe in humans. Moving forward we hope to directly probe the contributions of a dysregulated immune environment to retinal degenerative diseases.

Summary of Budget Expenditures:

Integrated DNA Technologies (IDT) qPCR primers	\$285.24
LifeTechnologies Superscript IV cDNA synthesis kit and Power SYBR Green qPCR mix	\$714.55
<i>Subtotal for supplies</i>	\$999.79
Stipend (before tax)	\$4,000.00
<i>Total</i>	\$4,999.79

Conference Presentation: I presented a poster of my work at the 2018 Idaho Conference on Undergraduate Research (ICUR) at Boise State University and I will be presenting my research again at the UI Undergraduate Research Symposium in April 2019 as well.

Acknowledgement: The support provided by the State Board of Education in the form of a Summer Undergraduate Research Fellowship was genuinely appreciated. The experience is one that I feel was inexplicably valuable. It opened new opportunities for a career path I had never considered before, and further invigorated my curiosity towards my field of study. Only with this support from the SBOE was I able to participate in this research, for which I am extremely grateful.

Final Project Report: Office of Undergraduate Research (OUR) Summer Undergraduate Research Fellowship (SURF) - Summer 2018

Fellowship Recipient: Beau Horenberger, Mathematics, University of Idaho

Faculty Mentor: Dr. Jennifer Johnson-Leung, Department of Mathematics, University of Idaho

Project Title: Calculating Siegel Modular Forms

Abstract: The aim of this research project was to build a code base for calculating Siegel modular forms of paramodular level N . Siegel modular forms have Fourier expansions indexed by binary quadratic forms. Thus, the first step in representing Siegel modular forms is to identify and calculate good representatives for appropriate equivalence classes of these binary quadratic forms. This is the essential problem that was solved in the course of this research. This code base will have practical use for further research in Number Theory, specifically in verifying examples of the paramodular conjecture. The resultant objects also have applications to hyperelliptic curve cryptography. The project will be mentored by Jennifer Johnson-Leung, who will use this computational procedure for further research.

Project Accomplishments

1. The first goal was to show that the index of $\Gamma_0(N)$ in $SL_2(\mathbb{Z})$ was finite so that we could generate finite cosets of binary quadratic forms.

This was achieved in a series of proofs calculating the cardinalities and indexes of related sets. It was shown first that $|SL_2(\mathbb{Z}/p^e\mathbb{Z})| = p^{3e}(1 - 1/p^2)$, then $|SL_2(\mathbb{Z}/N\mathbb{Z})| = N^3 \prod_{p|N} (1 - 1/p^2)$, so this is the index $[SL_2(\mathbb{Z}) : \Gamma(N)]$. Next, we found that the map $\Gamma_1(N) \rightarrow (\mathbb{Z}/N\mathbb{Z})$ given by $\begin{pmatrix} a & b \\ c & d \end{pmatrix} \rightarrow b \bmod N$ surjects and has kernel $\Gamma(N)$ and that the map $\Gamma_0(N) \rightarrow (\mathbb{Z}/N\mathbb{Z})^*$ given by $\begin{pmatrix} a & b \\ c & d \end{pmatrix} \rightarrow d \bmod N$ surjects and has kernel $\Gamma_1(N)$. From these, we derived that $[SL_2(\mathbb{Z}) : \Gamma_0(N)] = N \prod_{p|N} (1 + 1/p)$, as desired.

2. Next, we aimed to prove that the cosets of $\Gamma_0(N)$ in $SL_2(\mathbb{Z})$ had a method for determining distinguished representatives.

This was achieved by proving there is a bijection between the cosets of $\Gamma/\Gamma_0(N)$ and the projective space $\mathbb{P}^1(\mathbb{Z}/N\mathbb{Z})$. Once this was done, we proved one could generate representatives for the cosets by showing all members of the projective line $\mathbb{P}^1(\mathbb{Z}/p^n\mathbb{Z})$, with p a prime and n a natural number, of the form $(1 : u)$ where $u = 0, 1, \dots, p^n - 1$ and $pu, 1$ where $u = 0, 1, p^{n-1} - 1$ represent different equivalence classes. Thus, we could compute representatives using this as the basis for an algorithm.

3. The next goal was to implement these proofs in a program which could calculate

representatives for binary quadratic forms.

The program was written in C++ to efficiently calculate these representative binary quadratic forms in their matrix form. Additional functions and classes were written to handle mathematical operations involving matrices, primes, and moduli.

4. Finally, we intend to use this program to calculate the Fourier coefficients for twists of Siegel paramodular forms.

Work has begun on this end, and the program is still under development. Although more work remains to generate and twist coefficients, the analysis of the coefficients already has a code base from the previous goal, making the remaining work minimal. This work will be continued to completion in approximately the next month.

Summary of Budget Expenditures:

1. Stipend: \$4000
2. Cost for UI Undergraduate Research Symposium Presentation: \$75
3. Travel expenses for presenting research at AMS National Meeting in Baltimore, MD:
(a) Flight to Baltimore, round trip: \$450 (b) Hotel for 3 nights: \$225
4. Misc. Project expenses: \$250

Total expenses (sans stipend): \$1,000 + \$4,000 stipend

Acknowledgement:

I would like to sincerely thank the State Board of Education for the wonderful opportunity I was provided through the Summer Undergraduate Research Fellowship. The support provided by the SBOE made this a truly rewarding eye-opening experience for me.

Final Project Report: Office of Undergraduate Research (OUR) Summer Undergraduate Research Fellowship (SURF) - Summer 2018.**Fellowship Recipient:** Hannah Jaeger, Biological Sciences, University of Idaho**Faculty Mentor:** Elizabeth Fortunato, Professor, Department of Biological Sciences**Project Title:** Determining the Benefit Human Cytomegalovirus Gains by Down Regulating the Basement Membrane Protein Nidogen-1**Abstract:**

Human Cytomegalovirus (HCMV) is the most prevalent cause of neurological birth defects, ranging from microcephaly to sensorineural hearing loss. This study aims to elucidate the benefit HCMV derives from modifying a particular cellular process to more efficiently disperse infected cells. Within 6-8 h post infection, HCMV begins to downregulate Nidogen-1 (NID1), an important component of the extracellular matrix (ECM) secreted by endothelial cells, by both protein stability and decreased mRNA transcription. To determine if the absence of NID1 increases dispersal of HCMV, we have designed a series of transmigration assays that utilize human umbilical vein endothelial cells (HUVECs) seeded onto a polycarbonate membrane. THP-1 monocytes are seeded on top of the HUVEC monolayer and total transmigration of the monocytes is measured after 24 and 48 hours. Infection of HUVECS has been shown to increase this transmigration rate, presumably via ECM modifications. Five different treatments of HUVECs, ranging from full HCMV infection to just NID1 knockdown, were used to test our hypothesis that downregulation of NID1 increases transmigration. Preliminary results with uninfected monolayers yield an average of 24% transmigration. Ultimately, we believe the targeting of NID1 provides HCMV a selective advantage, which exacts a negative toll on the developing fetus.

Project Accomplishments:

1. Development of CRISPR knock out cells for NID and control CRISPR

- A. Lentivirus transduction and initial verification.

HUVECs have been successfully transduced with a previously verified NID1 KO CRISPR and control CRISPR encoding lentiviruses, followed by selection with puromycin to ensure delivery of the lentivirus genome (encoding both Cas9 and NID1 targeting guide RNA). After a short selection in puromycin, NID1 KO and control resistant cells were seeded at an equal density and harvested 72 h post plating for supernatant and cell lysate analysis for NID1 via Western blot. Initial analysis showed strong NID1 knockdown. However, after several passages of pooled cell populations, NID1 levels returned to control levels, indicating single cell cloning was necessary to obtain populations with strong/continuous NID1 knock out before performing the transmigration assays.

- B. Single Cloning

We seeded approximately 50-100 HUVEC CRISPR NID1 Knock out and CRISPR control cells onto 10cm plates. Single clones that were large enough to be visible to the eye were circled and then evaluated to make sure no other clones were touching or too close. Colonies were carefully removed and placed into separate wells until cell counts were high enough to analyze via Western blots. We were are currently analyzing NID1 levels in these single clones. A population will be selected that have NID1 knocked out and then transmigration assays will be performed.

2. Infection of HUVECs with HCMV and Adenovirus

- A. Monitoring infection of HUVECs

HUVECs were infected with HCMV at an MOI of 15 or mock infected for four hours after which time fresh media was added. HUVECs were also infected with either a backbone Adenovirus or one encoding HCMV tegument protein pp71 for 30 mins at room temperature, then fresh media was added. After 24 hours, all wells were washed and fresh media was added. We were able to successfully monitor the infection by staining coverslips and counting the percentage of infected cells using antibodies against viral proteins. Between 80-90% of cells were successfully infected.

B. Infection of transwell monolayers.

Once a confluent monolayer was formed the same method of infection was used. After 24 hpi monolayers were rinsed and transmigration assays were performed.

Results: More migration of THP1s (about 8%) was seen in infected monolayers as compared to the uninfected controls. Adenovirus infections (using a multiplicity of infection of 10) were too harsh and killed most of the monolayer. Further testing has shown that adenovirus infections at an MOI=1 are sufficient to deliver pp71 to all cells. A second round of infections is currently underway.

3. Transmigration Assays

The main goal of this project was to determine if knock down of NID1 plays an important role in disseminating HCMV. To test this we used transmigration assays of parental HUVECs, CRISPR KO cells, HCMV infected monolayers, and adenovirus carrying pp71 infected monolayers. We were able to test several different monolayers of the parental HUVECs as well as just the transwell insert to determine a baseline for the other cells.

Results: Migration of THP1s was approximately 27% per 24 hours in just the transwell compared to transwells that had a confluent monolayer of HUVECs which was about 12% per 24 hours. The CRISPR cells were initially tested, however, results matched the parental cells due to the high amounts of NID1 within the population of cells.

Migration of THP1s through HCMV-infected HUVEC monolayers was higher than the mock, but further testing will need to be done to repeat these results. The adenovirus infection was initially tested, but the infection will need to be adjusted to see the affects that pp71 has on migration.

Budget (not including research stipend- \$4000)

DESCRIPTION	UNIT COST	TOTAL COST	DESCRIPTION	UNIT COST	TOTAL COST
Human Endothelial Cell Growth Medium	105.47	316.41	INSERT,24W PLT,PET,8UM CS48	137.01	137.01
Shipping	64.25	64.25	VWR PASTEUR PIPET 9IN CS1000	49.12	49.12
Nidogen-1/Entactin Mouse anti-Human, Clone: 302117, R&D Systems™	279	279	FLASK TC PLG CP 550ML CS50	80.38	\$80.38
Fisherbrand™ Easy Reader™ Conical Polypropylene Centrifuge Tubes	56.96	56.96	S&H	3.98	3.98
Oligoes x 2 ea	6.08	6.08	Liquid Nitrogen	2.61	2.61
S&H	4.2	4.2	Total		1000

Final Project Report: Office of Undergraduate Research (OUR) Summer Undergraduate Research Fellowship (SURF) – Summer 2018

Fellowship Recipient: Jared Lambert, Biological Sciences, University of Idaho

Faculty Mentor: Diana Mitchell, Professor, Biological Sciences, University of Idaho

Project Title: Live Imaging to Probe the Role of Microglia in Developmental Apoptosis in the Zebrafish Retina

Abstract: During mammalian retinal development, programmed cell death (apoptosis) occurs in large waves in a spatio-temporal fashion to generate functional retinas. In zebrafish comparably smaller waves have been observed and are thought to represent fine-tuning of developing retinal tissue (Biehlmaier 2001). It is appreciated that tissue resident macrophages clear apoptotic cells, however, specific roles for microglia in cell survival/death and clearance during retinal development in zebrafish have not been documented (Petrie 2015). We used an inducible system to specifically deplete macrophages/microglia during retinal development and found an increased number of apoptotic cells in the retina compared to controls. This finding suggests that microglia clear larger numbers of apoptotic cells than is currently appreciated, or alternatively, that microglia provide survival signals to developing retinal cells. To address clearance of apoptotic cells during zebrafish retinal development in real-time, we live imaged fluorescently labeled retinal microglia together with apoptotic cells using acridine orange (AO). We observed that microglia sense and engulf cells prior to AO incorporation, and that engulfed apoptotic cells undergo dynamic movements as microglia continue active migration. This suggests that apoptotic cells visualized in fixed tissues using AO may not represent true levels of apoptosis and their retinal locations may differ from where apoptosis was initiated.

Project Outcomes

1. Our first goal was to determine the optimal live imaging conditions to visualize the retina of embryonic zebrafish.

We needed to visualize developing retinas for a period of 8 hours. To do this, we used a transgenic zebrafish that expresses a fluorescent marker on macrophages, and acridine orange to visualize the apoptotic cells in the retina. Zebrafish are sensitive to environmental conditions, and so we used a climate control box on a Nikon Spinning Disk Confocal microscope to maintain environmental conditions during the imaging process, and limited the exposure to lasers in order to keep the fish alive while trying.

2. Our Second goal was to determine the role of microglia in developmental apoptosis within the zebrafish retina.

Microglia are the macrophages of the Central Nervous System (CNS), and are known for their immune functions. Preliminary data showed an increase in developmental apoptotic cells in retina that had been depleted of microglia. Using live imaging, we sought to determine if they were actively involved in clearing out apoptotic cells, or if they were sending survival signals to keep cells from apoptosis.

Result: Microglia were visualized actively engulfing apoptotic cells.

3. Quantifying the rate of clearance of apoptotic cells by microglia, and duration of acridine orange signal.

After visualizing the retinas, we determined the rate of clearance of apoptotic cells by microglia over the 8 hour period. We found that microglia clear out apoptotic cells at a rate of about 1.2 hours. During this quantification, we also noticed that microglia would phagocytize apoptotic cells before the acridine orange marker would appear, which means that they were sensing the cells before they reached DNA fragmentation. The signal would last anywhere from 10-80 min. This means that the microglia probably sense the apoptotic cells long before the marker appears, and that the time for them to digest the apoptotic cells differs.

4. Quantifying displacement and speed of apoptotic cells.

We noticed that apoptotic cells would be moved about by the microglia once they were phagocytized. We quantified the displacement and the speed of apoptotic cells, and found that the displacement varied between cells, but that the speed of the cells was consistent. The average speed for was around 1.5µm/min, which is similar to other experiments done on microglia outside the retina.

Jackson Immuno fluorescently conjugated secondary antibody \$307.63

Biovision CaspGLOW caspase staining kit \$223.50

Fisher Scientific superfrost slides \$468.85

Budget

Supplies	Cost
Jackson Immuno Fluorescently Conjugated 2° Antibody	\$307.63
Biovision CaspGLOW caspase staining kit	\$223.50
Fisher Scientific superfrost slides	\$468.85
Subtotal Supplies	\$999.98
Stipend (Before Tax)	\$4000.00
Total	\$4999.98

Conference Presentation: The poster was presented at the 2018 Idaho Conference of Undergraduate Research (ICUR) in Boise, Idaho. It will also be presented at the 2019 University of Idaho Undergraduate Research Symposium.

Acknowledgements: I appreciate this research opportunity that was made possible by the Idaho State Board of Education, and plan to continue the research that was started this summer during the course of the next year. Without these funds I would not have been able to carry out the research.

Final Project Report: Office of Undergraduate Research (OUR) Summer Undergraduate Research Fellowship (SURF) – Summer 2018

Fellowship Recipient: Garrett E. Larson, Biological Sciences, University of Idaho

Faculty Mentor: Kristopher V. Waynant, Assistant Professor, Chemistry Dept

Project Title: Ionic and Biomolecular Movement through Functionalized Thin Filmed Polymers

Abstract: Ions and biomolecules are essential for many functions of the human body such as bone strength and development, muscle contractions, and cell functions like membrane transport and membrane potentials. This experiment will use post-polymerization functionalization to bind to Calcium ions (Ca^{2+}), using ion selective electrode polymers; this binding could be a way of monitoring calcium levels in the body. The polymer scaffolding will be made from Poly-(3-sulfopropyl methacrylate). This sulfonic acid polymer will capture Ca^{2+} through negatively charged terminal ends, in acidic environments, that can ionically bond to the Ca^{2+} . These polymers will be grown on carbon nanotubes. We will characterize these polymers with transmission electron microscopy (TEM) and RAMAN spectroscopy. The transport of Ca^{2+} through the polymer surfaces will be monitored by measuring the voltage change on the polymer electrode as a Calcium solution is passed over it. A device was designed to hold the polymer in a closed system to allow the solution to pass over it and out, which allows us to monitor the concentration of the calcium solution after polymer interaction.

Project Accomplishments

1. The main goal of this project was to grow 3-sulfopropyl methacrylate (SPMA) onto carbon nanotubes.

The carbon nanotubes first needed a surface on them that would be able to be polymerized onto, the surface we used was poly dopamine. The terminal hydroxyl groups on the ends of the dopamine molecules work as a good starting point for polymerization. Next we attached 2-bromoisobutryl bromide (BiBB) to terminal hydroxyl groups of the dopamine to act as our initiator. Finally we polymerize SPMA onto the terminal hydroxyl groups of the dopamine with atomic transfer radical polymerization (ATRP).

Results: The polymerized carbon nanotubes (CNT-PDA-SPMA) have a terminal sulfonic acid that has a negative charge that has the potential to bind to Ca^{2+} ions.

2. The next goal was to design a device that can work as an electrode to monitor Ca^{2+} binding to the polymer surface.

The device needed to be able to show a change in voltage as more of the sulfonic acid charges are filled with Ca^{2+} . In order to do this the device needed a reference electrode made from conductive Silver ink and the other electrode is a line of conductive Silver ink with a break in the middle where we drop cast our CNT solution to complete the circuit. Connecting these two electrodes is a microfluidic channel

made from an elastomer (PDMS). We are able to push CaCl_2 solutions through the channel over the electrodes and monitor the voltage with various concentrations of CaCl_2 . We used a syringe pump to obtain a constant flow rate of solution over the electrodes. We are still working on perfecting the setup of the device but it has been used to run preliminary tests with a Calcium ionophore instead of CNT-PDA-SPMA.

3. Lastly Characterization of the CNT's in their different stages of polymerization.

Thanks to Abdulakeem Osumah we have transmission electron microscopy (TEM) images of the CNT's, CNT-PDA, and CNT-PDA-BiBB. We will soon have images of CNT-PDA-SPMA as well. We have taken infrared spectra of the CNT's at the different stages of polymerization and they are comparable to the spectra presented in the literature.

Summary of Budget Expenditures

Supplies	Cost
Syringe Pump	\$290.00
Autoclave Bomb	\$114.00
Lab Supplies	\$252.69
Biopsy Punches	\$103.79
PDMS Kit	\$106.65
Tubing	\$107.87
Student Fellowship	\$4,000
Total	\$5,000.00

Conference Presentation: I presented a poster on this project at the 2018 Idaho Conference of Undergraduate Research (ICUR) in Boise and am ready to present it at this year's Uldaho Undergraduate Research Symposium.

Acknowledgement: I appreciate the generous support provided by the State Board of Education in the form of a Summer Undergraduate Research Fellowship. This was an amazing experience for me and without the support from the SBOE, I would not have been able to participate in this research.

*The information contained below is confidential, and an invention entitled, "NueroFlux Robotics" will be disclosed shortly with the Office of Technology Transfer at University of Idaho.

Final Project Report: Office of Undergraduate Research (OUR) Summer Undergraduate Research Fellowship (SURF)- Summer 2018

Fellowship Recipient: Elliott Marsden, Biological Engineering, University of Idaho

Faculty Mentor: Dr. Bryn Martin, Assistant Professor, Department of Biological Engineering

Project Title: In Vitro Magnetic Nanoparticle Drug Delivery to the Central Nervous System

Abstract:

The aim of this research was to conduct preliminary experiments demonstrating the targeted delivery of fluorescently tagged magnetic nanoparticles (F-MNP) in a 3D-printed model of the cerebrospinal fluid system. CNS diseases can be difficult to treat because of the blood brain barrier (BBB). Due to the physical size of available drug molecules, the BBB prevents or severely impedes passage of necessary drug concentration to the CNS. There many central nervous system (CNS) diseases that are difficult to treat effectively with current drug delivery methods. The advantages of CSF drug delivery could be further exploited by combining chemical targeting strategies. One of these strategies utilizes magnetic nanoparticles bound to the biologic agent and a focused magnetic field to selectively target specific regions. Visualization of the spread of the F-NMPs was visualized in a poly-carbonate tube to gather data on their movement and the influence of a magnetic field on their delivery efficiency and targeting capabilities. It was discovered that a concentrated magnetic field heavily influenced the dispersion rate of the F-NMPs, and a stationary magnet was able to collect the majority of the injected particles.

Project Accomplishments and Goals

1. Synthesize fluorescently tagged Iron(III) Oxide Magnetic Nanoparticles

A fluorescently tagged nanoparticle gives the ability to collect high quality imagery showing accurate particle spread and concentration throughout the spinal model. By synthesizing nanoparticles in the lab, consistent size and geometries could be replicated and held constant over all experiments.

Result: The IONPs were successfully synthesized in the lab and employed in multiple preliminary experiments. Due to the particles small size and concentration of particles in solution, almost all UV light was absorbed, and fluorescence was only visualized with the aid of a fluorescent microscope. Transmission Electron Microscope imaging revealed that the particles that were synthesized in the lab were indeed within 10nm of the desired 50nm diameter.

2. To develop and construct a prototype targeting system

A secondary model of the CNS was developed to provide increased particle visualization and the ability to completely remove all residual particles

between experimental trials. A clear polycarbonate tube with an internal acrylic rod was used as an optimized model of the human CNS. A method for transporting the particles along the spinal model was developed using a 5-axis robotic arm in conjunction with a linear stage. This provided the most precise and constant movement of the magnet along the spinal column. It was discovered that slight variations in the robotic arm pathway had a great effect on the spread of particles to the target area. Multiple movement patterns were developed to optimize spread.

3. Optimize particle spread and deliver high concentrations of IONPs to target area

Using an optimal robotic arm pathway, the particles were efficiently moved, and collected in various target areas along the spinal column. The support structures for the spinal cord proved to be an interesting case of CSF mixing, and acted as an effective barrier for particle spread. Further work will need to be done on the spinal model to prevent particle clumping around any support structures.

Summary of Budget Expenditures:

Supplies*	Cost (\$)
Robotic Arm	1,500.00
Iron(III) Oxide Nanoparticles	311.00
Magnets (N52 Disc Magnet)	29.98
LED Light Strip	51.96
Student Fellowship	4,000
TOTAL	5,000
*\$1,000 from SURF award, remaining covered by my mentor	

Conference Presentation: I will be presenting a poster of my work at the UI Undergraduate Research symposium in the Spring of 2019. I have also participated and presented my work at the Idaho Conference on Undergraduate Research in July of 2018.

Acknowledgement: I truly appreciate the generous support provided by the State Board of Education in the form of the Summer Undergraduate Research Fellowship. This was a tremendous learning experience for me. Without the support from the SBoE, I would not have been able to participate in this summer research project.

Final Project Report: Office of Undergraduate Research (OUR) Summer undergraduate research fellowship (SURF) – Summer 2018

Recipient: Jessica Nicholson, Biology, University of Idaho

Mentor: Dr. Onesmo Balemba, Biological Sciences, University of Idaho

Project Title: Why your gut may be working against you: gut derived molecules cause dysmotility and neuropathy in high fat fed mice

Abstract:

Type 2 diabetes (T2D) is a prevalent disease in the United States, affecting 21.9 million people. Patients often suffer from gastrointestinal (GI) issues like stomach cramps and constipation. This is caused by a reduction in inhibitory motor neurons in the intestinal tract. Recent studies have shown the development of gastrointestinal dysmotility and neuropathy before the onset of T2D, and ileocecal supernatants from high fat (HF) fed mice caused dysmotility and neuropathy ex vivo. However, the specific cause of dysmotility and neuropathy are still not known. We hypothesized that fractions from HF ileocecal supernatants would cause dysmotility and neuropathy. High Performance Liquid Chromatography (HPLC) was used to separate supernatants into aqueous (water) and methanolic fractions which were tested on mice intestinal muscularis tissue. Contractions of the tissue samples were counted, and immunohistochemistry and imaging used to determine if these fractions caused neuropathy. Water fractions from HF mice caused a significant decrease in muscularis contractions after 24 hours; water fractions of standard chow fed (SC) mice and methanolic fractions of HF and SC mice did not significantly induce dysmotility. It was also found that HF water fractions caused a reduction in neuronal nitric oxide synthase (nNOS) staining, indicating that the inhibitory motor neurons were damaged. These results suggest a molecule(s) in the HF water fractions are causing dysmotility and neuropathy. Sub-fractionation and chemical analysis of these fractions will narrow down on gut derived molecules that may be causing these symptoms; and lead to treatment options before the start of T2D.

Project goals and accomplishments:

1. Test the effects of the fractions on longitudinal muscle myenteric plexus contractions at 0, 24, and 48 hours

I was able to culture my preparations in each fraction, along with a control, and record videos of the contraction of the tissue samples at all time points. I recorded the number of contractions for analysis and was able to determine that the HF water fractions were causing a significant decrease in muscular contractions, telling us that they may be causing dysmotility.

2. Determine what fractions, if any, cause neuropathy; specifically, a reduction in inhibitory motor (nNOS) neurons.

After staining the samples mentioned above and analyzing the images and data, we determined that the HF water fractions caused a significant reduction in nNOS staining, as

well as lowering the overall percentage of nNOS neurons. This shows that the HF water fraction may be causing neuropathy and a decrease in inhibitory motor neurons.

3. Identify molecules that may be causing dysmotility and neuropathy in mice fed a HF diet

This was the first step towards accomplishing this overall goal. We have successfully narrowed down on the fractions causing these symptoms, although further research must be done to identify certain culprits.

Result:

These data suggest that molecules present in the supernatant of high fat fed mice ileocecal content causes dysmotility and neuropathy in mice.

Summary of budget expenditures:

Supplies	Cost
Sigma Aldrich purchase	\$263.48
Sigma Aldrich purchase	\$161.07
Sigma Aldrich purchase	\$84.38
Sigma Aldrich purchase	\$401.10
Sigma Aldrich purchase	\$41.45
Poster	\$48.30
Subtotal supplies	\$999.78
Stipend	\$4,000
Total	\$4,999.78

Presentation of work:

This project was presented at the Idaho Conference of Undergraduate Research at Boise State University in July 2018. Also, I will be presenting at the UI Undergraduate Research Symposium in April 2019.

Funding acknowledgement:

I truly appreciate the generous support provided by the State Board of Education in the form of a Summer Undergraduate Research fellowship. This was a tremendous experience for me. Without support from the SBOE I would not have been able to participate in this research, thank you!

Final Project Report: Office of Undergraduate Research (OUR), Summer Undergraduate Research Fellowship – Summer 20118

Fellowship Recipient: Joelle Stephens

Faculty Mentor: Dr. Ann F. Brown, Dept. Movement Sciences, University of Idaho

Project Title: Body Image, Body Composition & Energy Intake of Adolescent Aesthetic Athletes

Background: Adolescent athletes in aesthetic sports such as gymnastics and dance are often evaluated based on appearance and weight. Many of these athletes' experience heightened attention on appearance and it is common to observe unhealthy behaviors in attempt to achieve a particular physique. Purpose: The purpose of this study was to assess adolescent aesthetic athletes' body image, body composition and energy intake. Methods: Gymnasts and dancers (n=24; age 10.54±2.99) completed questionnaires regarding medical history, body image perception and food consumption. Additionally, body composition was assessed using a dual energy x-ray absorptiometer (DXA). Results: 92% (n=22) of the participants felt pretty and were happy with the way their body looked. When asked about being perfect, 79% (n=19) of the participants "didn't worry about it" while 17% (n=4) of the participants put "a lot of pressure on themselves to be perfect". Only 4% (n=1) reported feeling "bad about themselves" whereas 46% (n=11) felt "good about themselves". Body composition results showed healthy weight (37.86 ± 14.02kg), height (55.78 ±6.23in), lean mass (27.04 ±9.57kg), and bone mineral density (BMD) (0.771 ±0.19). Total dietary intake averaged 1,984±538.7 calories, 86.70 ±11.92g/d protein, 286.60 ±53.55g/d carbohydrate and 995.65 ±414.19mg/d calcium. Conclusion: Most participants had high self-esteem and body image perception. Three gymnasts recorded at risk for low BMD and one gymnast recorded low BMD for their chronological age. Calcium was recorded below the recommended daily value (1000mg/d), while the macronutrients were above the recommended daily value (19-46g/d protein and 130g/d carbohydrates).

Project Description

Aesthetic sports are considered weight-sensitive since the artistic movements that occur during performance are most optimal when the athlete is lean and graceful (6). Aesthetic athletes become aware of the emphasis placed on achieving a lean physique at a young age often beginning as early as 3 years old (24). It has been previously established that peak performance occurs well before puberty in aesthetic sports and excess fat mass (FM) is seen as a disadvantage (33). Therefore, these athletes are subjected to heightened risk for body image dissatisfaction and eating disorders at a much earlier age than other non-aesthetic sports (9, 10, 33).

Since many aesthetic athletes are concerned about appearance, they often consume a low energy diet to maintain a lean physique (9, 34). Low energy intake can place athletes at risk for inadequate nutrient consumption resulting in inadequate recovery, fatigue, and loss of lean body mass (LBM) (34). In addition, low energy intake is often combined with heavy training loads which places aesthetic athletes at a higher risk for injury, stress, and immune system problems (34). If aesthetic athletes chronically diet, it

can impair overall health and physical function, while also causing more serious medical complications that involve the cardiovascular, endocrine, gastrointestinal, and central nervous systems (34). Additionally, delayed menarche, bone growth retardation, reduced height, weight, and FM, and increased rate of injuries can occur at an early age because of inadequate energy intake and heavy training loads in adolescent aesthetic athletes (17, 23, 31, 34).

Gymnasts have been reported to perform exercise training at higher intensities when compared to dancers which may be related to a greater chance of growth stagnation, slowed development of secondary characteristics, and delayed menstrual cycle onset (21). Although gymnasts and dancers have similar overall energy intake, as well as body image dissatisfaction and eating disorder concerns, gymnasts often have a greater overall bone mineral density (BMD) than dancers (10, 21). This may be due to gymnasts performing higher-load activity on the upper and lower body, while dancers lack the weight bearing activity in the upper body. As a result, dancers are often reported as having lower total BMD when compared to gymnasts (8, 21). Low BMD is related to factors such as energy intake and weight bearing activity, both of which increase the risk for injuries and future health problems.

Previous research has used a variety of methods to assess body image dissatisfaction, body composition, energy intake and eating disorders among aesthetic athletes (5, 7, 9, 22, 34). Understanding the relationship between body image dissatisfaction, body composition, and energy intake in adolescent aesthetic athletes can help to prevent and reduce the prevalence of eating disorders and medical complications often observed in this population. Gaps in the current literature stress the need to continue to explore possible explanations for body image dissatisfaction, eating disorders, and injury occurrence in adolescent gymnasts and dancers (1, 7, 9). Therefore, this project will investigate body image, body composition, and energy intake in an adolescent aesthetic athlete population. The project's overall objective is to evaluate the differences between early aged gymnasts and dancers' body image perception, body composition, specifically BMD and LBM, and energy intake in order to identify and develop methodology to improve overall health and performance in the future.

Accomplishments

The initial plan for the research project was to recruit fifteen gymnasts and fifteen dancers to participate to compare and contrast their body image, body composition, and energy intake. Although we are still in the process of recruiting the rest of the participants, it has been much easier to recruit the gymnasts than the dancers. As of now, 18 gymnasts have participated and only 6 dancers. The remaining 6 participants that we recruit will be dancers with the hope that we are better able to find similarities and differences in the two aesthetic athlete populations.

Though some of the participants were as young as five, all of the participants were able to complete the DXA scan with no issues. In addition, if the participant was too young to be able to read the body image/self-esteem questions, the researcher would read the questions aloud to the participant so they could choose the best option for themselves. In the end, every participant completed the DXA scan and was able to answer all of the questions to the body image/self-esteem questions, providing us with enough data to analyze and come up with results and conclusions.

Budget Expenditures

<u>Dual-Energy X-Ray Absorptimetry (DEXA) Scans:</u> in order to assess bone mineral density in dancers and gymnasts DEXA scans will be conducted in the HPL. Scan cost is \$5.80/participant and contributes towards maintenance of the equipment. 30 participants x \$5.80 = \$175	\$175
<u>Participation Compensation:</u> incentive to participate, compensation for travel to HPL and time invested in the study. 30 participants x \$25 = \$750	\$750
Poster Printing For presentation at the Undergraduate Research Symposium	\$75
Student Stipend	\$4,000
Total	\$5,000

Since we still have six participants coming into the lab later this month, there is \$34.80 that has not yet been spent for DXA scans and \$150 dollars that has not been given out to the participants for participation compensation. In addition, since this research project was not presented at the ICUR due to not having enough data recorded yet, the \$75 for the poster printing will be spent by the end of this month when the poster is printed. By August 31st, all \$1,000 in project funding will be spent. Results will be presented at the UI Undergraduate Research Symposium in April, 2019.

Acknowledgment: This work was made possible by generous support from the Idaho State Board of Education which provided the funding for this Undergraduate Research Grant from the Office of Undergraduate Research. I benefited greatly from this experience and I sincerely thank the SBOE and UI's Office of Undergraduate Research for making this possible.

Final Project Report: Office of Undergraduate Research (OUR) Summer Undergraduate Research Fellowship (SURF) – Summer 2018

Fellowship Recipient: McKenzie Walquist, Biological Engineering, University of Idaho

Faculty Mentor: Sarah Wu, PhD. Assistant Professor, Biological Engineering

Project Title: Non-thermal Liquid Plasma Treatment for Antibiotic Removal in Aqueous Solution

Abstract: Traditional wastewater treatment processes are not able to degrade pharmaceuticals which find their way into the water system; one solution currently being explored to prevent these emerging contaminants from being released into the environment is advanced oxidation processes (AOPs), including non-thermal liquid plasma (NTLP) treatment. The NTLP process produces high energy mobile electrons and oxidizing radicals which degrade large organic molecules. In this proposed project, a novel reactor design will be used which includes a circulating treatment and discharge occurring in the liquid phase to remove three types of beta-lactam penicillins. The conclusion of this study will give results of the amount of degradation achieved, the effects of different reactor parameters on removal rates and efficiency, energy yield (mass removed per kWh), and the influence of $\cdot\text{OH}$ and H_2O_2 radicals on removal. Finally, this new reactor design can be compared to other non-thermal plasma reactors' results in order to make suggestions for its applicability in industry.

Project Accomplishments:

Objective 1: Treated solution physical properties

The H_2O_2 and COD concentrations are indicators for the chemical processes occurring during treatment. If Chemical Oxygen Demand of the samples decreased during treatment with the NTLP reactor for all three antibiotics, this would suggest that the molecules were oxidized and degraded. A hydrogen peroxide concentration increase would assist in oxidizing these compounds. A 1-hour treatment of tap water was analyzed for the hydrogen peroxide generation.

Result: The COD levels of ampicillin and amoxicillin decreased by 18% and 17% respectively. Oxacillin decreased less than 10%. This lower change may indicate that there is a larger organic part left over after degradation. H_2O_2 concentrations consistently increased during treatment reaching around 200ppm after 1 hour, which would provide additional oxidizing potential of this treatment. pH also increased after treatment, which means there is a higher $[\cdot\text{OH}]$ concentration. The exact antibiotic concentrations were not able to be calculated with the proposed spectrophotometric method, but further tests will be conducted to find these removal values.

Objective 2: Effect of reactor parameters

Parameters of the reactor such as liquid flow rate, applied power, air flow rate, and starting concentrations were tested to find the most efficient operating conditions for the reactor.

Result: In all experiments, applied power increases degradation of organic molecules. The highest energy yield, which was calculated as mass removed per kWhr, was around 300 Watts. Conversely, the lower the flow rate, the better the discharge was able to treat the solution.

Objective 3: Effect of FeCl_2 as a catalyst

Addition of FeCl_2 into a NTLP treatment has been shown to increase the production of hydroxyl, a powerful oxidizer.

Result: No consistent trend was obtained from using FeCl_2 as a catalyst in production of oxidizing radicals at 10 mg/L concentration.

Budget Expenditures:

Supplies	Cost
Chemical reagents and antibiotics	\$89.84
Ampicillin (5g)	\$35.01
Oxacillin sodium salt (2g)	\$28.28
Amoxicillin trihydrate (5g)	\$24.07
Passive high voltage probe	\$827.80
Student Fellowship	\$4,000
Total	\$5,005

Conference Presentation: This research was presented at the poster presentation session during the Idaho Conference on Undergraduate Research (ICUR) in Boise, ID, July 25-26, 2018.

Acknowledgement: I truly appreciate the generous support provided by the State Board of Education in the form of a Summer Undergraduate Research Fellowship. This was a tremendous experience for me. Without this support from the SBOE, I would not have been



Mechanistic Analysis of Borohydride Thermolysis

Mason Anderson, Dr. Mark Roll: University of Idaho Chemical and Materials Engineering Department

Introduction

- Borohydride clusters are synthesized with reactive/toxic neutral borane compounds such as diborane
- Oligomerization into larger clusters is dictated by heat and cluster concentration
- Little research has been done towards the synthesis of borohydride clusters utilizing shelf-stable NaBH_4
- Borohydride clusters show novel nano-building block characteristics, extensive electrochemical functionality of the closo-ionic borohydride clusters ($\text{B}_{12}\text{H}_{12}^{2-}$)

Results

Kinetics

- Reactant concentration and addition rate are critical factors
- Rapid addition can deplete local BH_4^- concentration, leading to side products
- Rate of reaction is extremely different, even for similar reactants

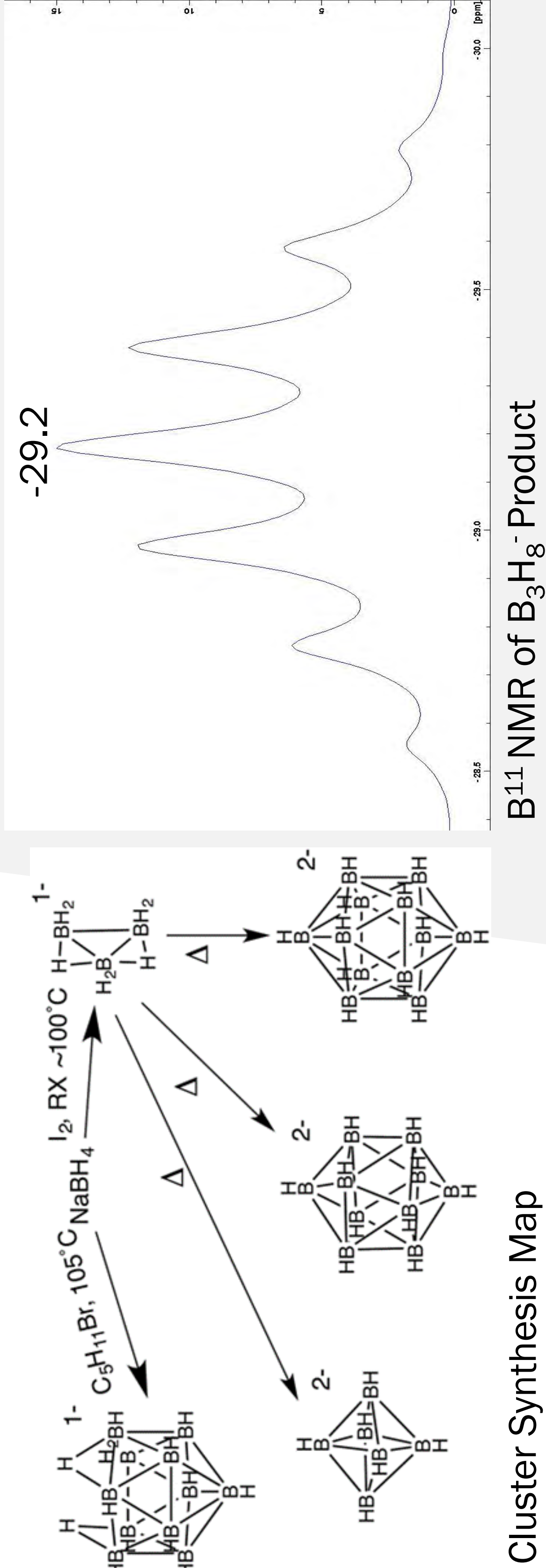
Solvent Decomposition

- Results show decomposition of diglyme in as little as 3hrs at 95 °C during reaction
- THP (tetrahydropyran) shows no decomposition after 24hrs during reaction at reflux (88 °C)
- THP does not dissolve BH_4^- well and causes drastically different product observation

Reactant	Solvent	Reactant Concentration (M)	Time (hr)	Temperature (°C)	Results
Iodine	Diglyme	1.8	2	95	B_3H_8^- cluster selective
Methyl Iodide	Diglyme	Solid	Rapid	95	Higher clusters, heavy side-products evident
	THP	Solid	Rapid	88	Higher clusters, few side products
	Diglyme	Neat	3-70	RT	No clusters formed, photodissociation of Mel
Pentyl Bromide	Diglyme	Neat	2	95	No B_3H_8^- formation, excess formation of B_2H_7^-
Copper (I) Chloride	Diglyme	1.8	2	95	Small B_3H_8^- formation
	Diglyme	Solid	Rapid	100	B_3H_8^- formation, difficult workup due to metal deposition
	THP	Solid	Rapid	85	Higher borane clusters, no B_3H_8^- formation
Copper (II) Sulfate	Water	Solid	1	95	Reduced metal deposition, no clusters, only borate product

Conclusions

- B_3H_8^- can be synthesized in good yields from non-toxic precursory materials
- Kinetic issues need to be addressed
- Investigation into a new solvent with high BH_4^- solubility and low reactant solubility
- Better understanding of B^{11} NMR identification is needed for intermediate products



Borohydride Clusters

- Incorporation of icosahedral borohydride clusters and closo-carboranes into refractory thin-films exhibit high temperature and radiation resistance
- Reaction solvent is critical for the dissolution of NaBH_4 and in-situ capture of BH_3
- The ability to selectively synthesize the B_3H_8^- anion is crucial for non-toxic synthesis, but current work does not propagate beyond laboratory scale

Acknowledgments

- University of Idaho Summer Undergraduate Research Fellowship
- University of Idaho Department of Chemical and Materials Engineering

Computing Fourier Coefficients of Siegel Modular Forms

Beau Horenberger

Fourier Expansions

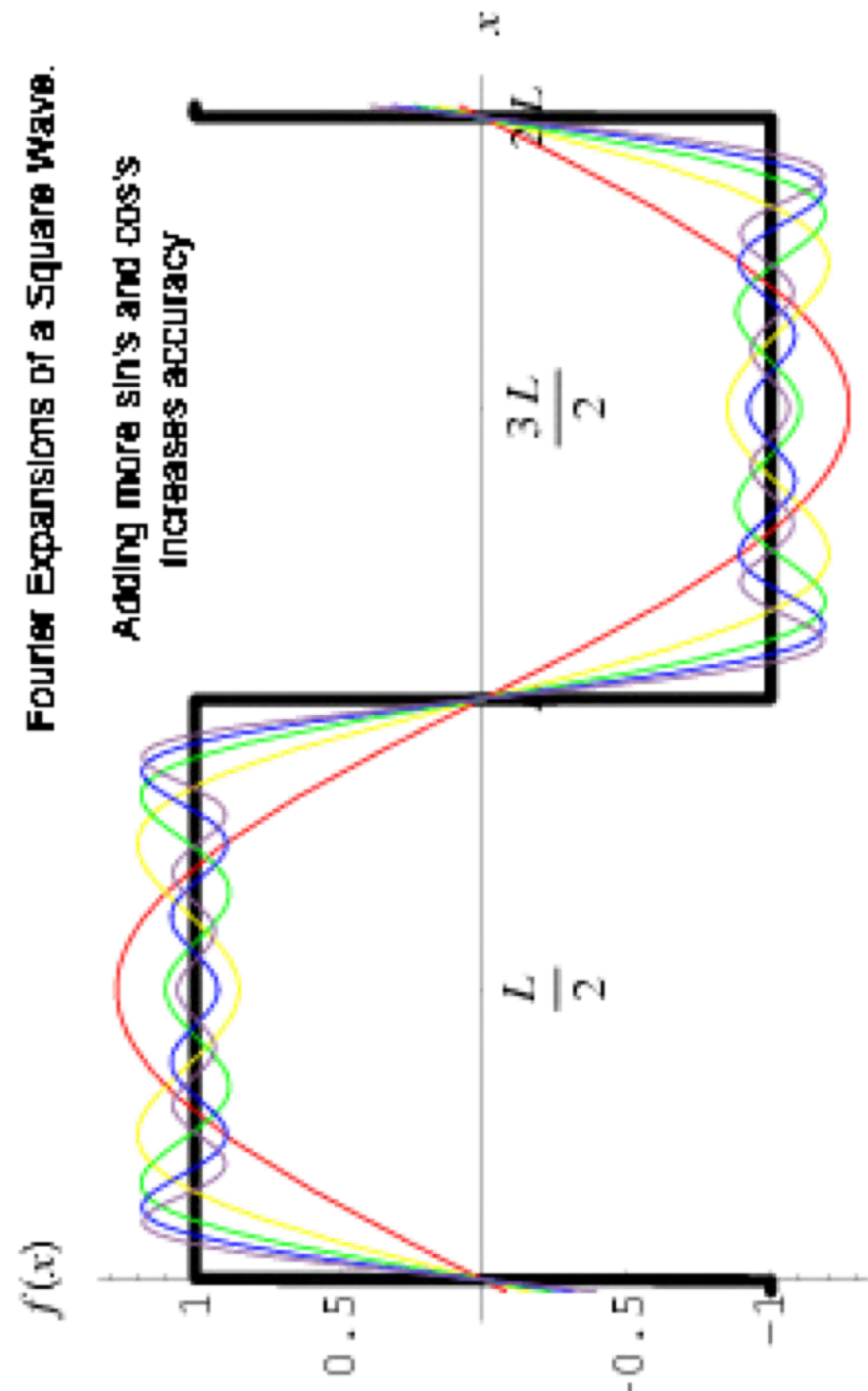
Fourier expansions are a method of writing a periodic function, $s(x)$, as a sum of other, simpler functions: sin and cosine waves. One way to write this representation is

$$f(x) = \sum_{n=0}^{\infty} A_n \cos\left(\frac{n\pi x}{L}\right) + \sum_{n=1}^{\infty} B_n \sin\left(\frac{n\pi x}{L}\right)$$

Though this can be condensed as

$$f(x) = \sum_{n=1}^{\infty} c_n e^{i \frac{2\pi n x}{P}}$$

The following is a set of approximations using the first k terms of a Fourier expansion:



Fourier expansions are a valuable method for analyzing the behavior of functions. The coefficients c_n are determined via

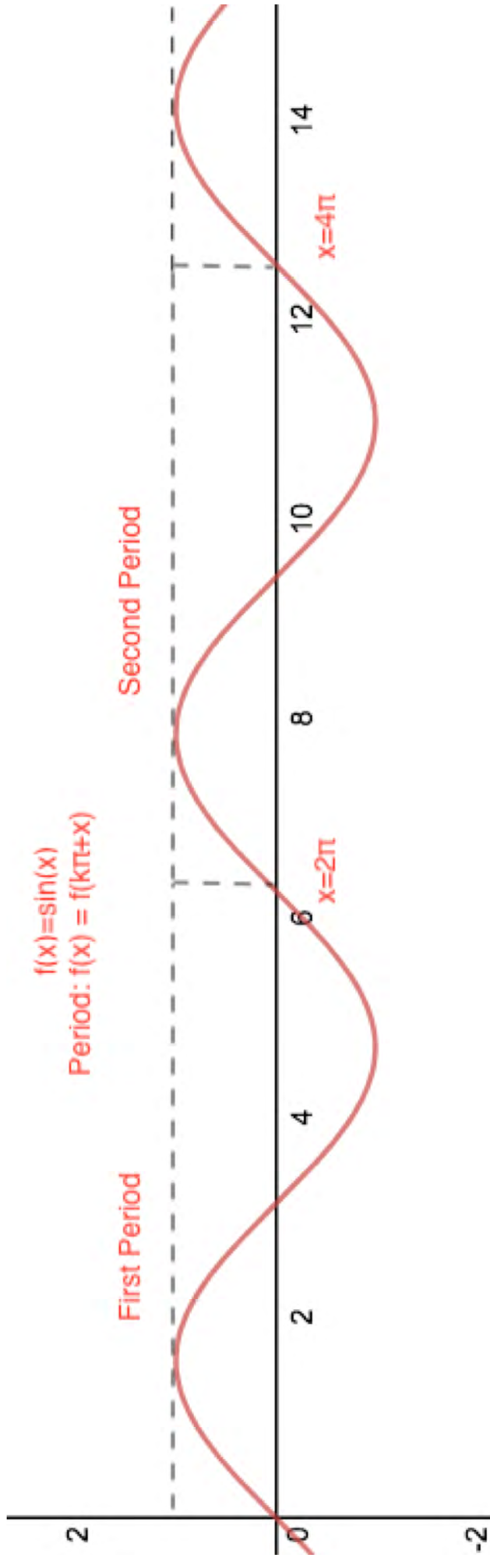
$$c_n = \frac{1}{P} \int_{x_0}^{x_0+P} s(x) \cdot e^{-i \frac{2\pi n x}{P}} dx,$$

Where $s(x)$ is the original function. These coefficients contain information about the original function and are relevant in the analysis of modular and Siegel modular forms.

What Are Modular Forms?

Modular forms are complex-valued forms with a kind of periodicity, because of which they can be approximated via Fourier series or polynomials.

Traditional periodicity is illustrated below:



Rather than a period P and the relation

$f(x)=f(kP+x)$, a modular form of weight k has the

following relation:

$$f\left(\frac{az+b}{cz+d}\right) = (cz+d)^k f(z) \text{ for all matrices } \det \begin{pmatrix} a & b \\ c & d \end{pmatrix} = 1$$

With a, b, c, d being integers.

Notice that if we have the matrix $\begin{pmatrix} 1 & 1 \\ 0 & 1 \end{pmatrix}$, our equation becomes

$$f(z+1) = f(z)$$

And if we have the matrix $\begin{pmatrix} 0 & 1 \\ -1 & 0 \end{pmatrix}$, it becomes

$$f\left(\frac{-1}{z}\right) = z^k f(z)$$

In fact, these two matrices are sufficient to generate all matrices of determinant 1 and describe the underlying actions at work in the set of matrices.

The theory of modular forms has been relevant in many Number Theory proofs as well as in the theory of elliptic curves. An example is Jacobi's 4-Square Theorem, which describes the number of ways an integer can be written as the sum of four squares:

$$\left(\sum_{n=-\infty}^{\infty} q^{n^2}\right)^4 = \sum_{a,b,c,d \in \mathbb{Z}} q^{a^2+b^2+c^2+d^2} = 1 + 8 \sum_{m=1}^{\infty} \sum_{d|m} dq^m.$$

Binary Quadratic Forms

Binary quadratic forms with discriminant N are expressions of the form

$$f(x,y) = ax^2 + bxy + cy^2, \text{ where } b^2 - 4ac = N$$

Two binary quadratic forms, $f(x,y)$ and $g(x,y)$, are properly equivalent if there exists a transformation $\begin{pmatrix} a & b \\ c & d \end{pmatrix}$ with determinant 1 such that

$$f(ax+by, cx+dy) = g(x,y)$$

This means properly equivalent binary quadratic forms

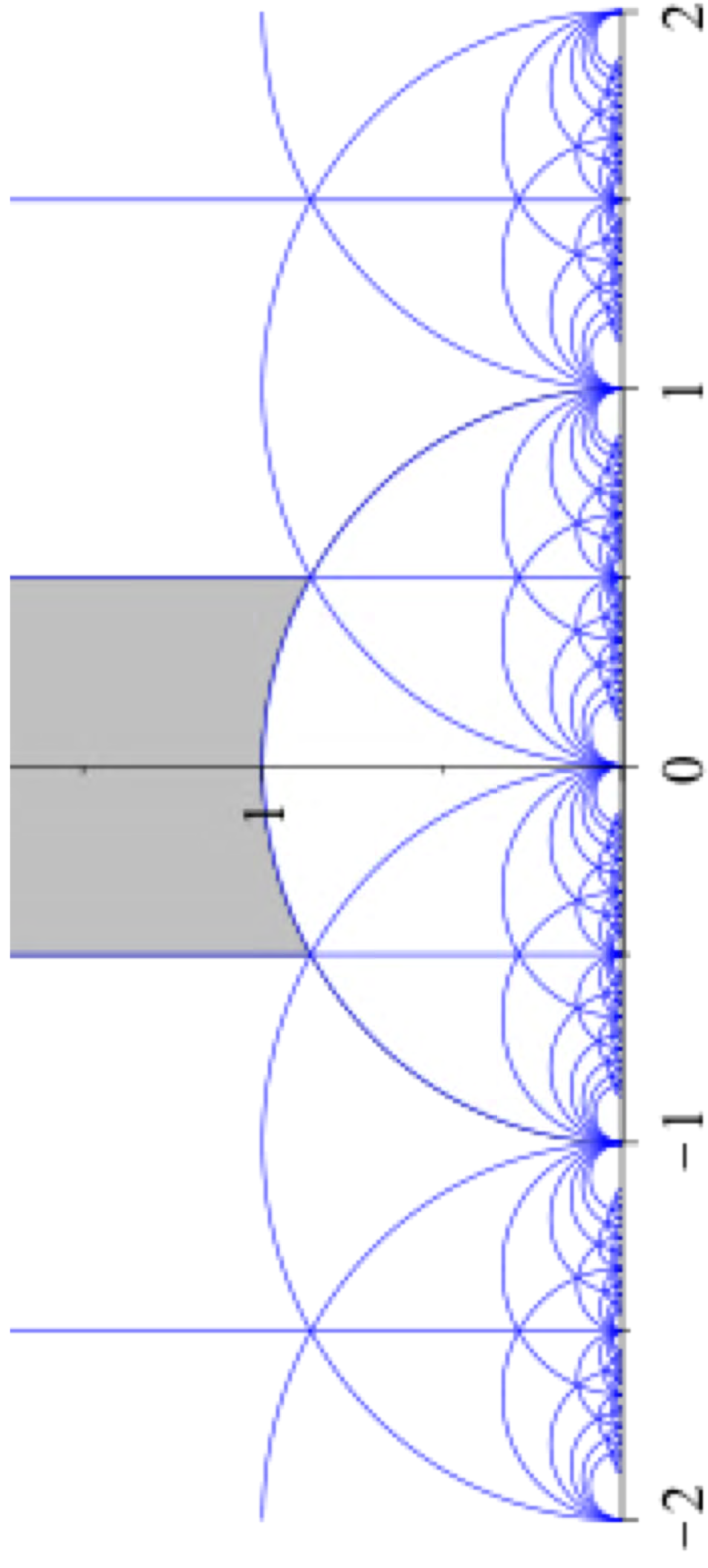
represent the same values.

Binary quadratic forms of negative discriminant N are always equivalent to exactly one reduced form, where

$$b \leq a \leq c, \text{ where } b \geq 0 \text{ if } |b| = a$$

And a similar circumstance applies to positive discriminants. There are a finite number of reduced forms, and thus, it can be shown that binary quadratic forms of a discriminant N can be broken into a finite number of equivalence classes.

The set of reduced forms can be used to reach all other forms via transformation, and thus are valuable for representation purposes. We consider this the “fundamental domain” of binary quadratic forms. The fundamental domain for transformations of the form $\begin{pmatrix} a & b \\ c & d \end{pmatrix}$ with $\det \begin{pmatrix} a & b \\ c & d \end{pmatrix} = 1$ is shown here to give a visual representation of the concept.



Siegel Modular Forms

Siegel modular forms are similar to modular forms, but instead use complex matrices. Siegel modular forms have a level, N , weight, ρ , and degree (or genus), g .

They can be generated through the use of a series, such as the Eisenstein series.

As an example, we consider the Siegel modular form of weight 24, level 4, and degree 1 which has an explicit formula:

$$78 * A^2 * B * C - 67 * A^3 * D - 274492800 * A * C^2 + 25 * B^2 * D + 71539200 * D^2$$

Where $\begin{pmatrix} A & B \\ C & D \end{pmatrix}$ is in $\Gamma_g(N)$, the symplectic group of level N , defined as

$$\Gamma_g(N) = \left\{ \gamma \in GL_{2g}(\mathbb{Z}) \mid \gamma^T \begin{pmatrix} 0 & I_g \\ -I_g & 0 \end{pmatrix} \gamma = \begin{pmatrix} 0 & I_g \\ -I_g & 0 \end{pmatrix}, \gamma \equiv I_{2g} \pmod{N} \right\}$$

Sample coefficients of the Fourier expansion include:

-576, -72864, and -722304

One kind of modular form, the Siegel paramodular form, uses only an arithmetic subgroup of the symplectic group. These Siegel paramodular forms have a Fourier expansion:

$$f(Z) = \sum_{T \in A(N)^+} a(T) e^{2\pi i \text{tr}(TZ)}$$

However, notice the index set of the sum is not in the integers. Instead, they are binary quadratic forms S such that:

$$S = \begin{bmatrix} \alpha & \beta \\ \beta & \gamma \end{bmatrix}, \quad \alpha \in N\mathbb{Z}, \quad \gamma \in \mathbb{Z}, \quad \beta \in \frac{1}{2}\mathbb{Z}, \quad \alpha > 0, \quad \det \begin{bmatrix} \alpha & \beta \\ \beta & \gamma \end{bmatrix} = \alpha\gamma - \beta^2 > 0.$$

This is a matrix representation of the binary quadratic forms $\alpha x^2 + 2\beta xy + \gamma y^2$ meeting the described conditions.

Thus, analyzing the Siegel paramodular form’s Fourier coefficients requires an understanding of binary quadratic forms and the values they can represent

Computing New Siegel Modular Forms

It has been proven that given a Siegel paramodular form (particularly a Siegel cusp form of paramodular level N , weight k , and degree 2) can be twisted to create a new Siegel modular form of level Np^4 with a Fourier expansion:

$$\mathcal{T}_{\chi}(f)(Z) = \sum_{T \in A(N)^+} W(\chi) a_{\chi}(T) e^{2\pi i \text{tr}(TZ)}$$

Where $W(\chi)$ and $a_{\chi}(T)$ are described in *Fourier Coefficients For Twists Of Siegel Paramodular Forms (Expanded Version)*, and χ is the Dirichlet character mod p .

The definition of $W(\chi)$ and $a_{\chi}(T)$ involves many computations with binary quadratic forms, necessitating theory of binary quadratic forms for analysis of the Fourier coefficients, such as what values they can represent.

Goals of Research

The goal of this research is to create a code base which can compute equivalence classes and properties of represented values for binary quadratic in order to generate and analyze new Siegel modular forms and their Fourier coefficients. For example, once sufficient conditions were proven, the following code was created to generate representatives of the equivalence classes of binary quadratic forms in the simplest case:

```
int main(){
    //Gets the discriminant from the user
    cout << "Input discriminant (negative numbers only):\n";
    int d;
    cin >> d;

    //This first loop identifies possible a values
    for(long int a = 1; a <= sqrt(float(-1*d)/3.0); a++)
    {
        //Identifies possible b values
        for(long int b = -a; b <= a; b++)
        {
            //Solves for c, then checks whether a,b,c work
            long int c = (d-(b*b))/(-4*a);
            //Checks they sum to d, checks gcd, and then ensures they meet the definiti
            if(b*b-(4*a*c) == d && gcd(a,gcd(b,c))==1)
            {
                if(((abs(b)!==a && a!=c) || b==0) && (abs(b)<=a && a<=c))
                {
                    addForm(a, b, c);
                }
            }
        }
    }

    //Counts and prints the forms (not in that order)
    printForms();
    cout << "h(0)=^" << countForms() << endl;
}
```

Additionally, further partitions of binary quadratic forms have been identified and computed based on stricter definitions of equivalence.

This code base will be able to twist Siegel paramodular forms using the described $W(\chi)$ and $a_{\chi}(T)$ and analyze the resulting form’s Fourier coefficients. Any new forms will then be added to databases of Siegel modular forms, such as LFMDB.

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Acknowledgements

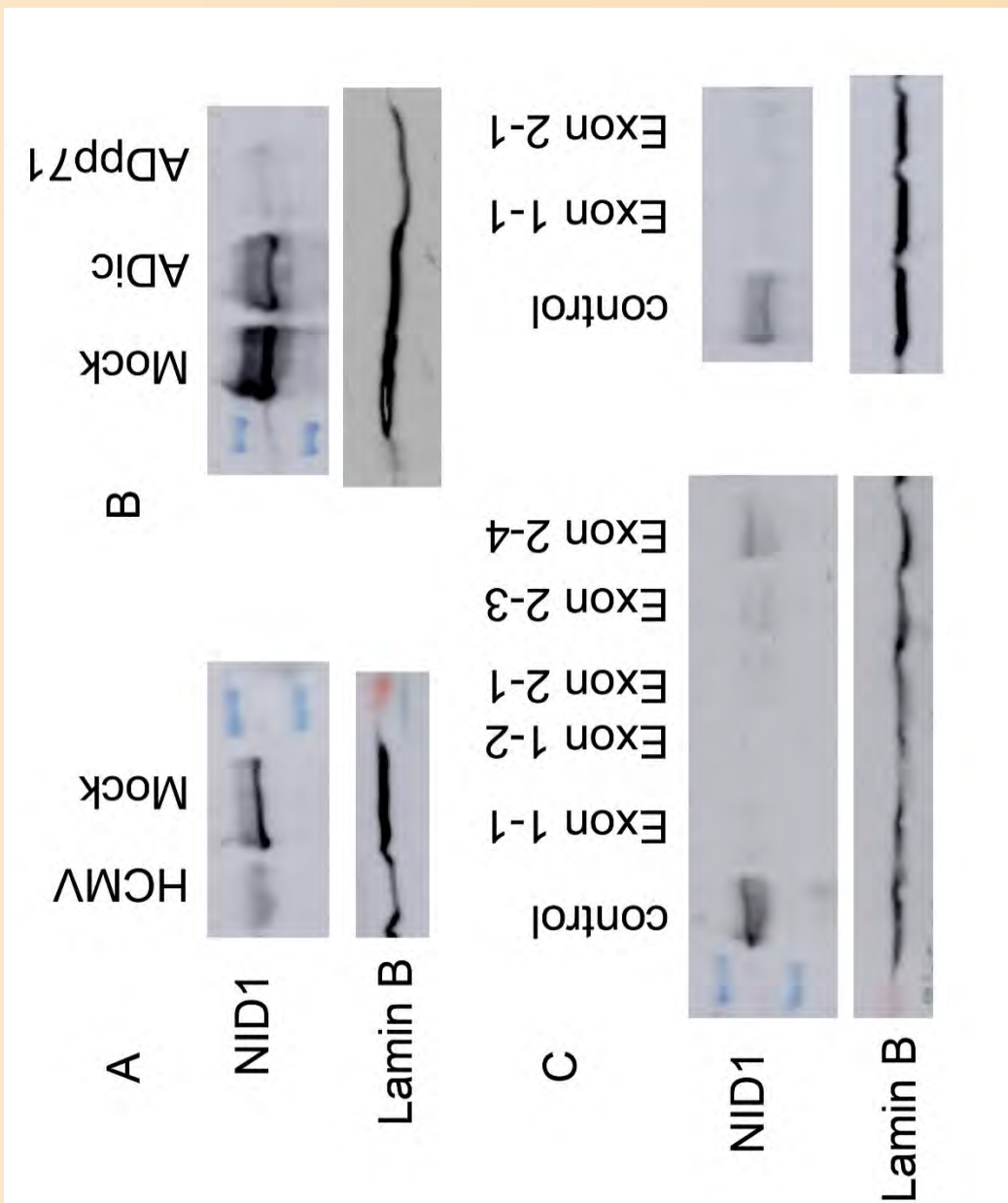
Thanks to my mentor, Dr. Jennifer Johnson-Leung for keeping me on track and optimistic, Daniel Reiss for his insightful advice, and the University of Idaho and the SURF program for making this possible.

Introduction

- Human cytomegalovirus (HCMV) infects one percent of newborns annually
- 10% of these infants show CNS/PNS defects at birth and another 10% develop problems in the first 5 years of life
- Mother–child transmission of HCMV is mainly the result of primary (first exposure) maternal HCMV infection
- HCMV is able to pass through the human umbilical vein endothelial cells (HUVEC) and infect the fetus during an infection, which is uncommon for other viral infections
- HCMV uses tegument proteins to target the downregulation of nidogen 1 (NID1)
- Multiple resources are used by the virus to downregulate NID1 indicating some benefit is derived

Background

Figure 1: (A) HUVECs were mock- or virus infected at an MOI=20 and harvested 96 hpi for Western blot analysis. (B) HUVECs were infected with ADic or ADpp71 at MOI=10 and harvested at 48 hpi for Western blot analysis. (C) HFFs (left) or HUVECs (right) were transduced with 1 of 5 NID1 KO CRISPR lentiviruses, then pools were selected with puromycin, seeded at an equal density and harvested 72 hp plating for Western blot analysis for NID1.



Objective and Hypothesis

Our overall objective is to elucidate the benefit that HCMV derives from targeting NID1. A series of experiments listed below will test the hypothesis that HCMV uses NID1 downregulation to promote dispersal of infected cells via remodeling of the ECM in infected blood vessels.

Methods

We will test five different treatments of the HUVEC monolayers in order to determine the benefit of targeting NID1: 1) HPV immortalized HUVECs (control/baseline migration), 2) CRISPR NID1 KO HUVECs (to determine the effect of just NID1 knockdown), 3) control CRISPR-treated HUVECs, 4) HCMV-pp71 expressing HUVECs (AD-pp71) (which should knockdown NID1 but may change other additional aspects) and 5) HUVECs infected with full infection of HCMV as well as a mock infection for comparison. HUVECs stably infected with HPV were used for all treatments.

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Transmigration Assay

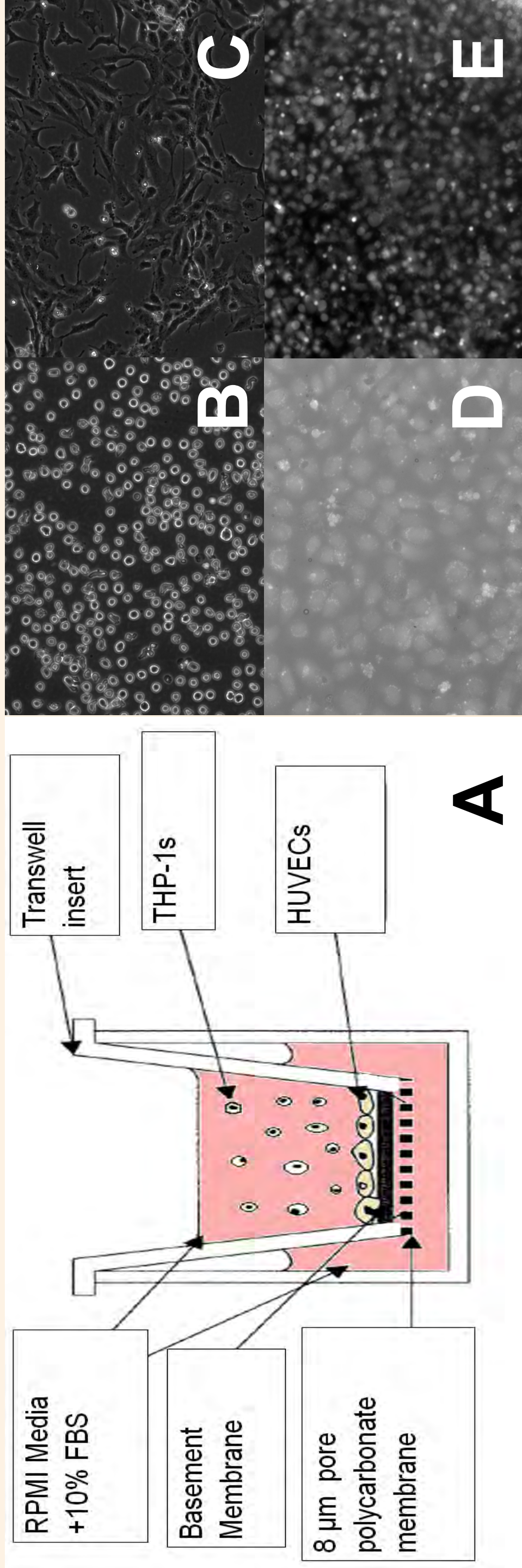


Figure 2. Schematic Diagram of Transmigration Assay and developed Monolayers. A, THP-1 monocytic cells were utilized due to their ability to migrate well through the transwell membrane. HUVECs from all four treatments were seeded in triplicate at a density of 1.5 x 10⁴ cells in 200 µl of endothelial media onto transwell filters (8 µm pore size) with 600 µl of media in the bottom and allowed to grow to confluence for 8 days. Once confluent, 5 x 10⁵ THP-1 cells will be seeded onto the transwell inserts on top of the HUVEC monolayer in 200 µl of RPMI media +FBS. Migration counts were recorded using a hemocytometer at 24 and 48 hours. B, THP1 cells, c, HUVECs, d, HUVEC monolayer in 96 well plate, and e, HUVEC monolayer on transwell insert stained with Calcein. All images were taken using a 10X objective.

Development of CRISPR HUVECs

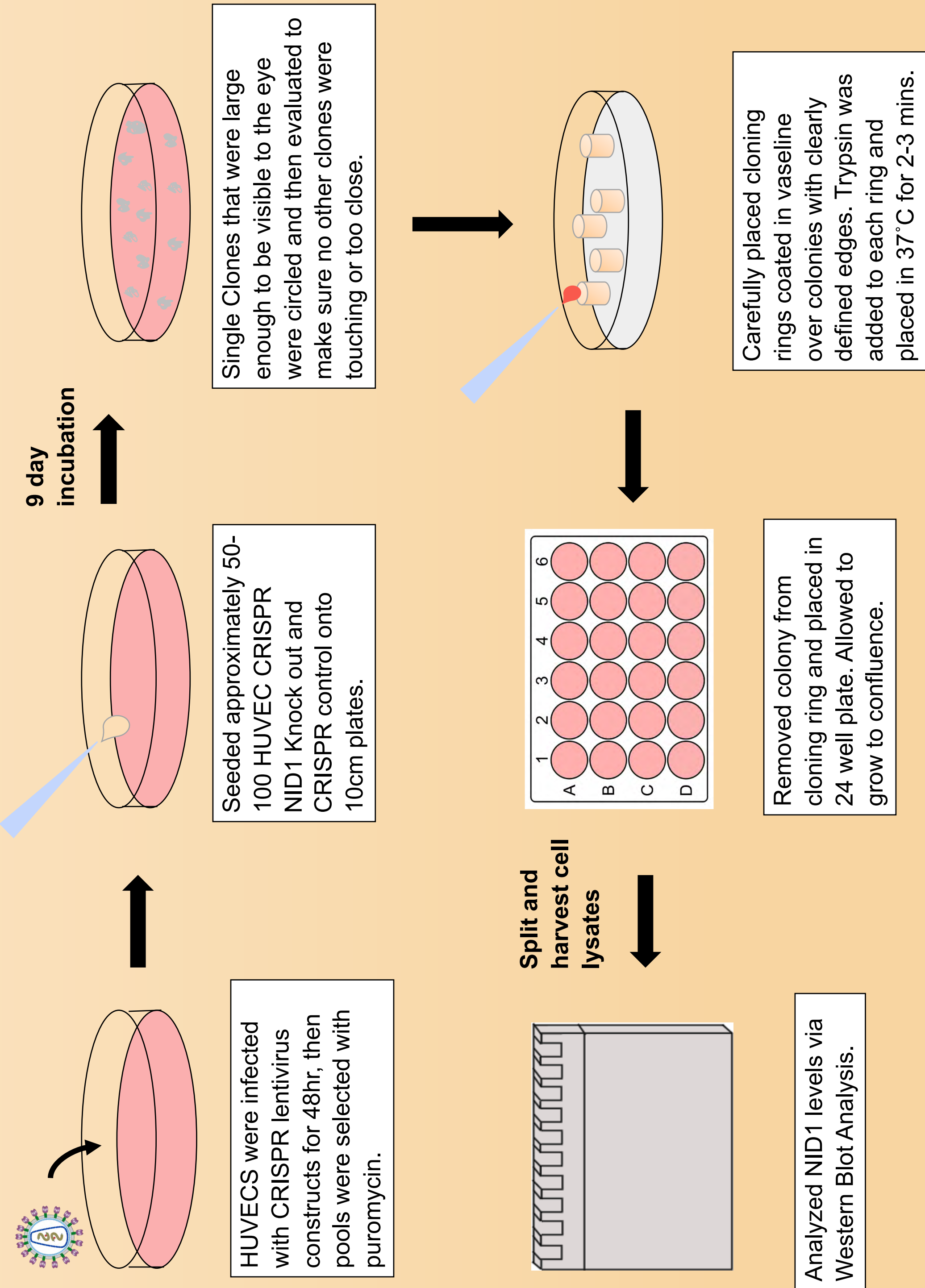


Figure 3. Schematic Diagram of Single cloning technique. HUVECs were infected with either a NID1 knock down or an off target CRISPR construct that does not affect any basement membrane proteins. Single cloning was performed and then colonies were analyzed for NID1 levels.

HCMV/ADpp71 Infections of HUVEC Monolayers

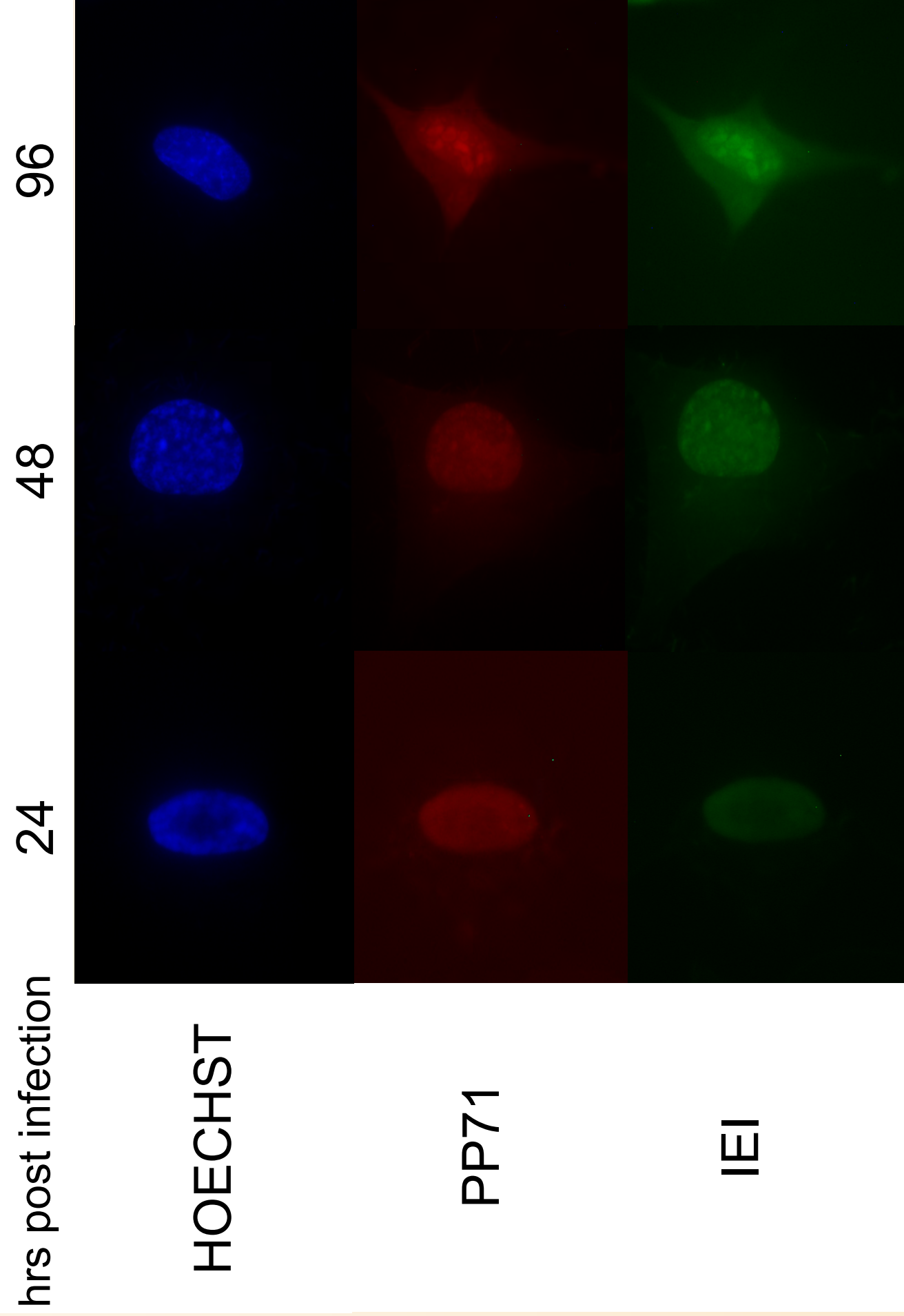


Figure 4. Images of PP71 and IE1 staining of infected HUVECs. Once each monolayer had formed HCMV was added at a MOI of 15 and equivalent DMEM F12 was added for mock infection. The media was changed after four hours and THP-1s were added after 24 hours for the migration assay. For the adenovirus infection (not shown), again monolayers were grown to confluence and infected with AD_{pp71} or AD_{ic} at RT for 30 mins. Media was then added onto of virus before adding THP1s 24 hours later.

Results

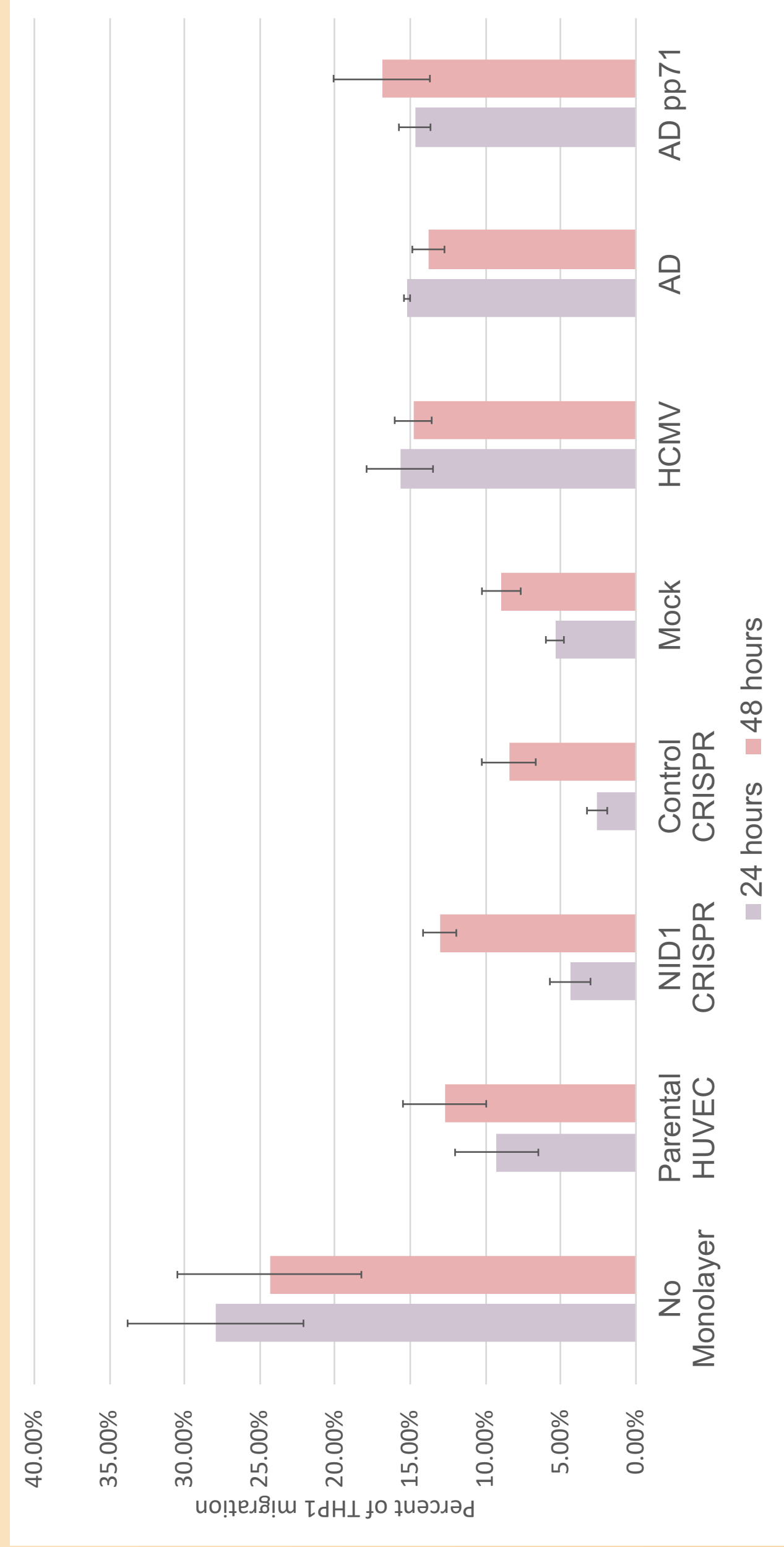


Figure 5. Preliminary data of transwell assay. 12 different transwells covering five different experiments for both the parental HUVECs and no monolayer present, 4 transwells in one experiment for both CRISPR constructs, and 2 transwells in one experiment for the HCMV infections and AD infections were tested.

Conclusion and Future directions

Multiple resources are used by the virus to downregulate NID1 indicating some benefit is derived. We know through these preliminary results that the presence of low amounts of NID1 in the CRIPRS pools had similar migration rates as the parental strand, indicating that even a small amount of NID1 helps to uphold the integrity of the monolayer. We also confirmed that a full infection increases migration compared to the mock without decreasing monolayer integrity. Decreased monolayer integrity in the adenovirus infections indicates troubleshooting for future experiments.

Acknowledgements

This work was supported by NIH grants RO1 AIO51563, INBRE program P20 GM103408 and COBRE program P20 RR015587 and the University of Idaho Summer Undergraduate Research Fellowship made possible by a 2017-2018 Undergraduate Research Grant from the Higher Education Research Council/Idaho State Board of Education. Thanks go to: Dr. Rob Kalejta for pp71 adenoviruses; Dr. Vic DeFelippis for HPV Huvecs and THP1s and Dr. Lisa Shaffer for initial FISH mapping help.

Abstract

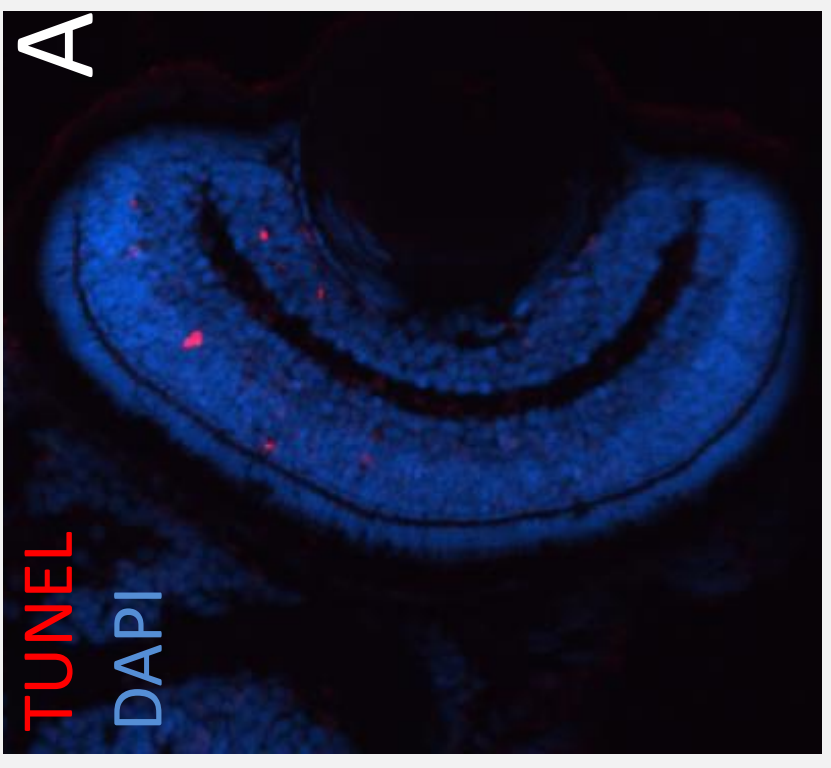
During mammalian retinal development, programmed cell death (apoptosis) occurs in large waves in a spatio-temporal fashion to generate functional retinas. In zebrafish comparably smaller waves have been observed and are thought to represent fine-tuning of developing retinal tissue (Biehlmaier 2001). It is appreciated that tissue resident macrophages clear apoptotic cells (Hochreiter-Hufford 2013), however, specific roles for microglia in cell survival/death and clearance during retinal development in zebrafish have not been documented. We used an inducible system to specifically deplete macrophages/microglia during retinal development (Petrie 2015) and found an increased number of apoptotic cells in the retina compared to controls. This finding suggests that microglia clear larger numbers of apoptotic cells than is currently appreciated, or alternatively, that microglia provide survival signals to developing retinal cells. To address clearance of apoptotic cells during zebrafish retinal development in real-time, we live imaged fluorescently labeled retinal microglia together with apoptotic cells using acridine orange (AO). We observed that microglia sense and engulf cells prior to AO incorporation, and that engulfed apoptotic cells undergo dynamic movements as microglia continue active migration. This suggests that apoptotic cells visualized in fixed tissues using AO may not represent true levels of apoptosis and their retinal locations may differ from where apoptosis was initiated.

Background

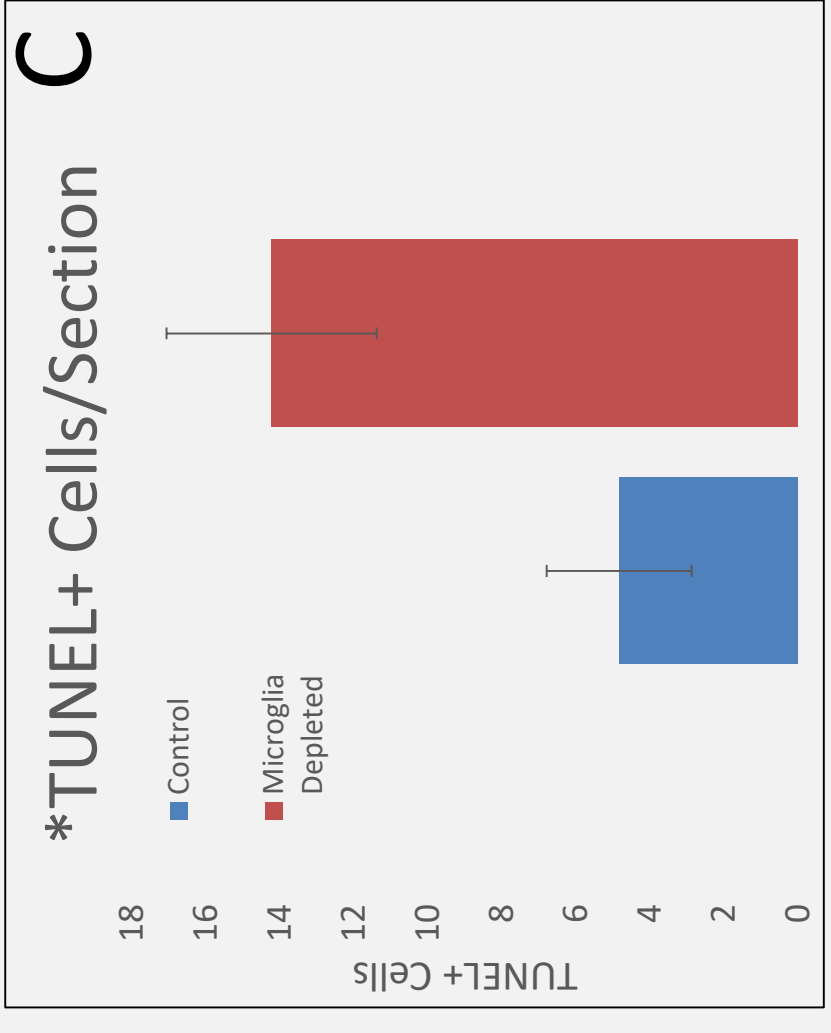
Figure 1. Increase in Apoptotic Cells When Microglia are Depleted from the Developing Zebrafish Retina

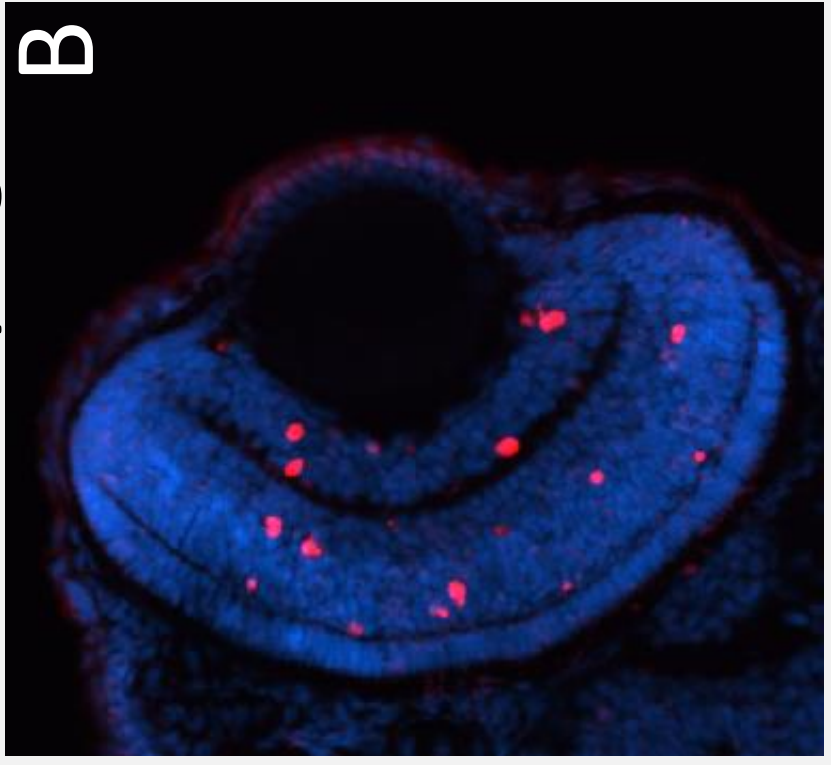
TUNEL

DAPI



*TUNEL+ Cells/Section

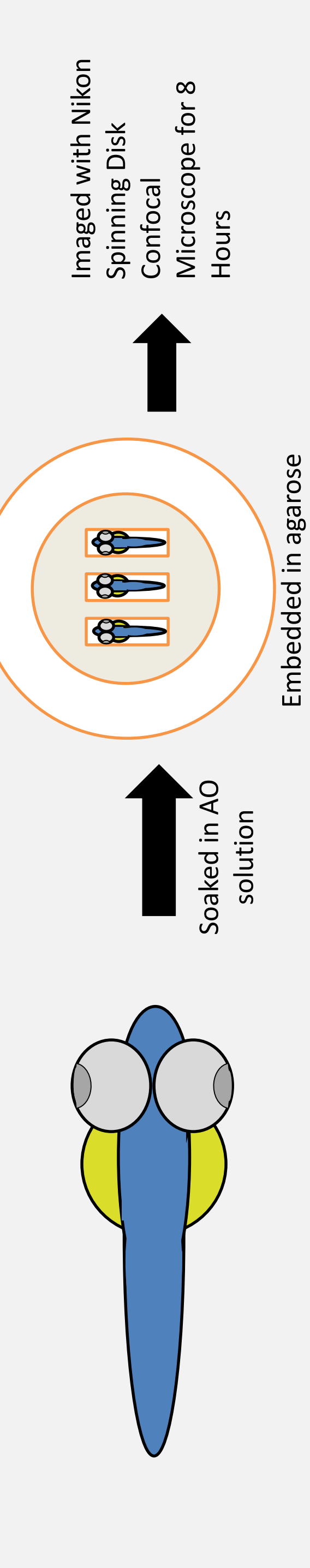




Cryosections from control (A) zebrafish retinas (10 μm thickness) or those depleted of microglia (B) were stained for TUNEL* (red) and DAPI (blue). Retinas with depleted microglia show an increased number of TUNEL+ cells than that of control eyes (C). *TUNEL stands for Tdt-mediated dUTP Nick End Labeling, and is used to label apoptotic cells undergoing DNA fragmentation.

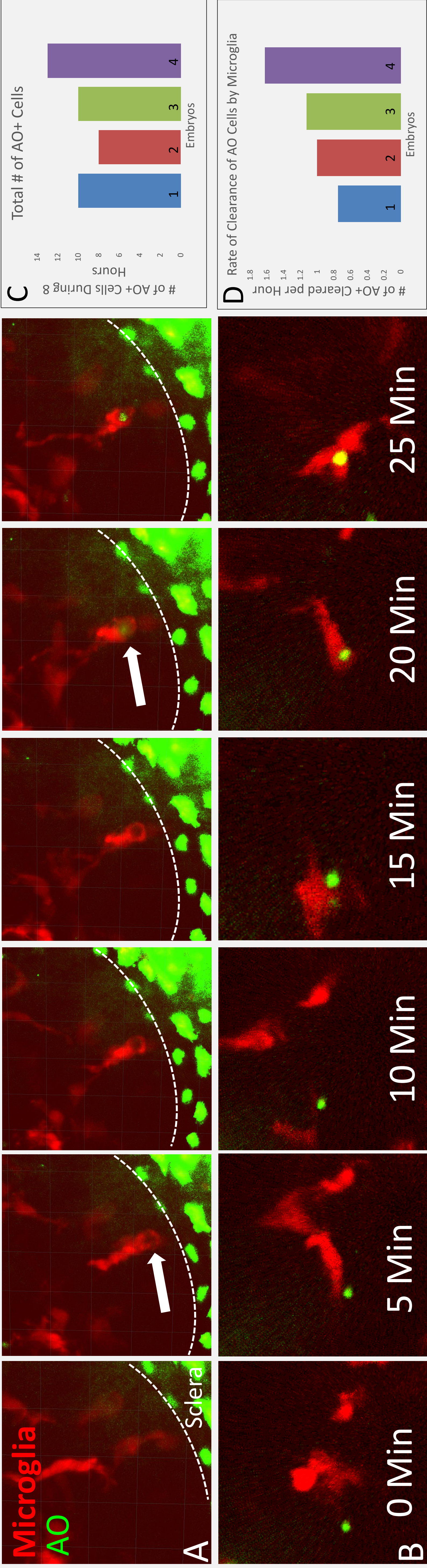
Methods

- The zebrafish line Tg(mpeg1:mCherry) was used to visualize microglia through fluorescent microscopy, as it expresses a red fluorescent marker in macrophages.
- Embryos were soaked in Acridine Orange (AO) prior to imaging, which binds to fragmented DNA in late stage apoptotic cells and is visualized through fluorescent microscopy.
- Embryos were immobilized with tricaine then embedded in 2% agarose overlaid with 1% agarose. The agarose was then covered with an AO/tricaine/water solution, allowing us to visualize apoptotic cells appearing during imaging, as well as keeping the fish immobilized and alive.
- Embryo Eyes were imaged on a Nikon Spinning Disk Confocal Microscope every 5 min. for a duration of 8 hours, starting at 52 hours post fertilization (hpf) or ~2 ½ Days Post Fertilization (dpf).
- Z-stacks were obtained at each timepoint, with each stack measuring 5 microns in order to follow microglia and AO+ cells in 4 dimensions.



Results

Figure 2. Microglia Phagocytize Apoptotic Cells before and after DNA Fragmentation



C Total # of AO+ Cells

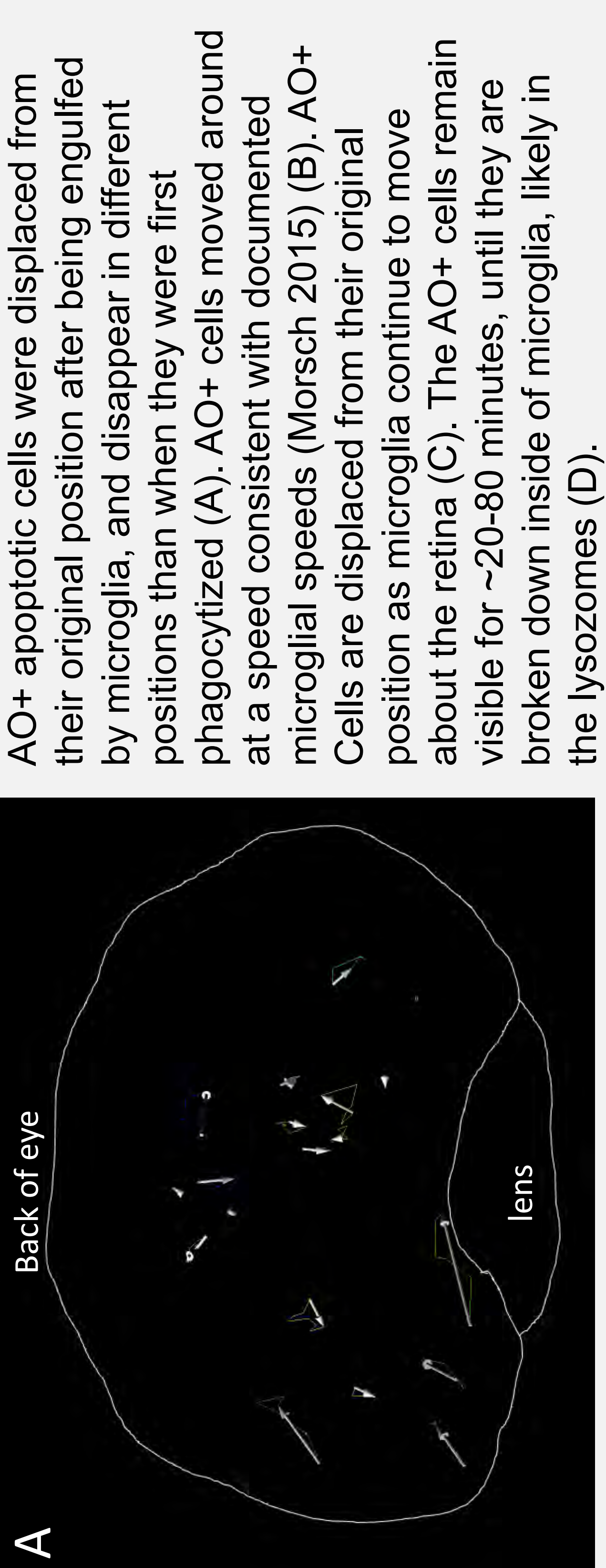
Hours	1	2	3	4
0	0	0	0	0
2	0	0	0	0
4	0	0	0	0
6	0	0	0	0
8	0	0	0	0
10	0	0	0	0
12	0	0	0	0
14	0	0	0	0

D Rate of Clearance of AO Cells by Microglia

Embryos	1	2	3	4
0	0	0	0	0
0.2	0	0	0	0
0.4	0	0	0	0
0.6	0	0	0	0
0.8	0	0	0	0
1	0	0	0	0
1.2	0	0	0	0
1.4	0	0	0	0
1.6	0	0	0	0
1.8	0	0	0	0

Apoptotic cells are cleared by microglial phagocytosis, which can occur before (A) or after (B) DNA fragmentation. Most of the time, AO+ signal appears after phagosome formation (shown by arrows) as shown in A. The total # of AO+ cells over 8 hours (C). Clearance rate of AO cells over the 8 hour imaging period (D).

Figure 3. Displacement of AO+ Cells



B Average Speed of AO+ Cells

Embryos	1	2	3	4
0	0	0	0	0
0.5	0	0	0	0
1	0	0	0	0
1.5	0	0	0	0
2	0	0	0	0
2.5	0	0	0	0
3	0	0	0	0
3.5	0	0	0	0
4	0	0	0	0

C Average Displacement of AO+ Cells

Embryos	1	2	3	4
0	0	0	0	0
10	0	0	0	0
20	0	0	0	0
30	0	0	0	0
40	0	0	0	0

D Duration of AO Signal

Embryos	1	2	3	4
0	0	0	0	0
10	0	0	0	0
20	0	0	0	0
30	0	0	0	0
40	0	0	0	0

AO+ apoptotic cells were displaced from their original position after being engulfed by microglia, and disappear in different positions than when they were first phagocytized (A). AO+ cells moved around at a speed consistent with documented microglial speeds (Morsch 2015) (B). AO+ Cells are displaced from their original position as microglia continue to move about the retina (C). The AO+ cells remain visible for ~20-80 minutes, until they are broken down inside of microglia, likely in the lysosomes (D).

Conclusions and Future Directions

Microglia are actively involved in clearing apoptotic cells from developing zebrafish retinas. Most of the time, microglia sense and engulf apoptotic cells prior to DNA fragmentation.

After engulfing AO+ cells, microglia continue to move about the retina, carrying the apoptotic cells with them. Apoptotic cells are digested by microglia as they move about, and completely degenerate in a location different than their generation.

Our next steps will be to (i) inhibit phagocytosis and (ii) inhibit cell death to see if there is an equivalent increase in apoptotic cells. We will also image with early apoptotic markers to visualize engulfment of cells in earlier stages of apoptosis.

The combined results of these studies will allow us to determine more accurate rates of programmed cell death during retinal development in zebrafish and also determine if microglia may provide survival signals to developing retinal neurons.

Acknowledgements

Funding: Summer Undergraduate Research Fellowship (SURF), Mitchell lab startup funds.
Ann Norton and Onesmo Balemba, University of Idaho IBEST OIC;
Ruth Frey, (Stenkamp lab) for technical assistance and zebrafish care;
and Dr. Deborah Stenkamp for helpful review of our data.
The Tg(*mpeg1:mCherry*) line was obtained from ZIRC.

References

- Biehlmaier, Oliver; et al. 2001. Onset and time course of apoptosis in the developing zebrafish retina. Cell Tissue Res, vol 306(2):199–207.
- Hochreiter-Hufford, A., and K. S. Ravichandran. “Clearing the Dead: Apoptotic Cell Sensing, Recognition, Engulfment, and Digestion.” Cold Spring Harbor Perspectives in Biology, vol. 5, no. 1, Jan. 2013, doi:10.1101/cshperspect.a008748.
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- Morsch, Marco et al. 2015. “In Vivo Characterization of Microglial Engulfment of Dying Neurons in the Zebrafish Spinal Cord.” Frontiers in Cellular Neuroscience 9 (2015): 321. PMC.

IRSA

TAB 3 Page 58

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19, 2015

ATTACHMENT 5



Ionic and Biomolecular Movement Through Functionalized Thin Filmed Polymers

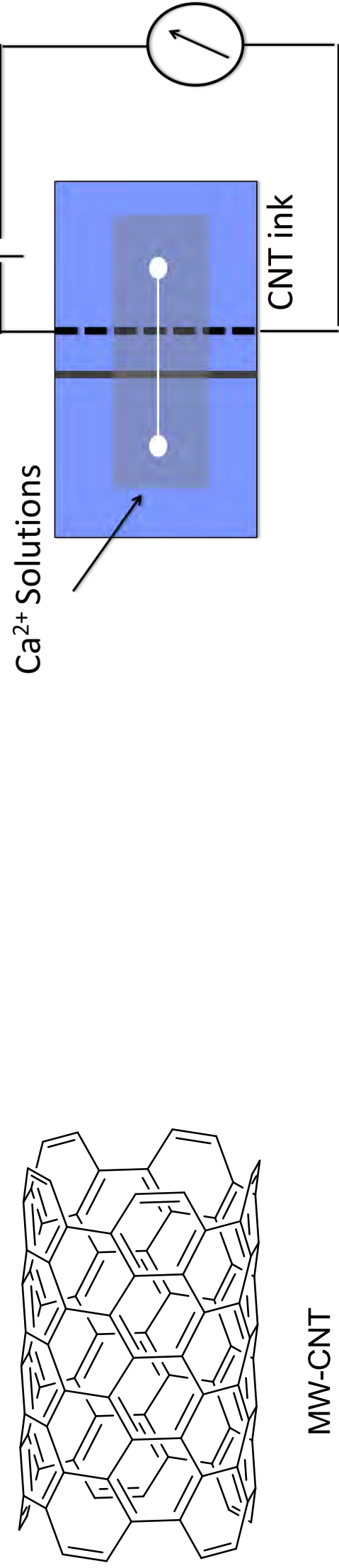
Garrett E. Larson and Kristopher V. Waynant*
Dept. of Chemistry, University of Idaho, Moscow, Idaho, 83844

Abstract

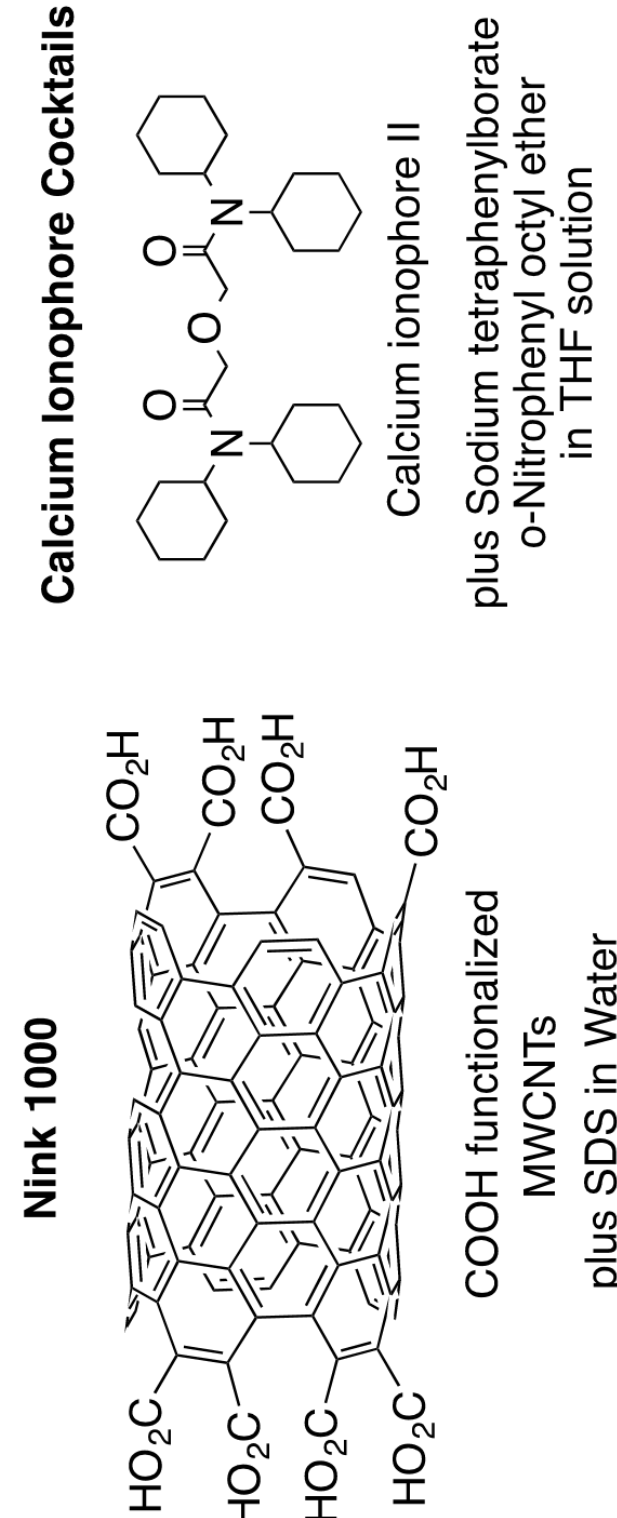
Ions and biomolecules are essential for many functions of the human body such as bone strength and development, muscle contractions, and cell functions like membrane transport and membrane potentials. This experiment will use post-polymerization functionalization to bind to Calcium ions (Ca^{2+}), using ion selective electrode polymers, this binding could be a way of monitoring calcium levels in the body. The polymer scaffolding will be made from Poly-(3-sulfopropyl methacrylate). This sulfonic acid polymer will capture Ca^{2+} through negatively charged terminal ends, in acidic environments, that can ionically bond to the Ca^{2+} . These polymers will be grown on carbon nanotubes. We will characterize these polymers with transmission electron microscopy (TEM) and RAMEN spectroscopy. The transport of Ca^{2+} through the polymer surfaces will be monitored by measuring the voltage change on the polymer electrode as a Calcium solution is passed over it. A device was engineered to hold the polymer in a closed system to allow the solution to pass over it and out, which allows us to monitor the concentration of the calcium solution after polymer interaction.

Background

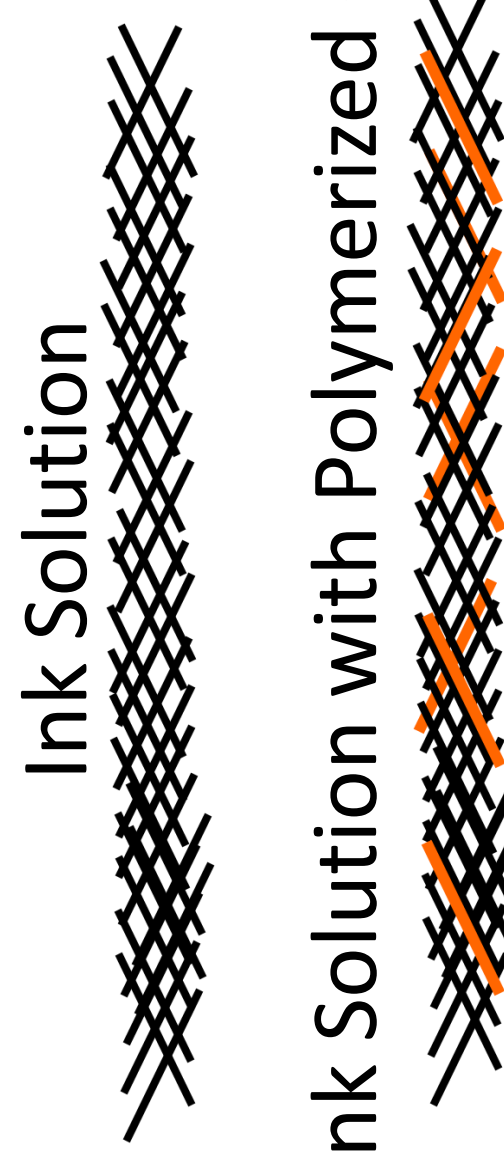
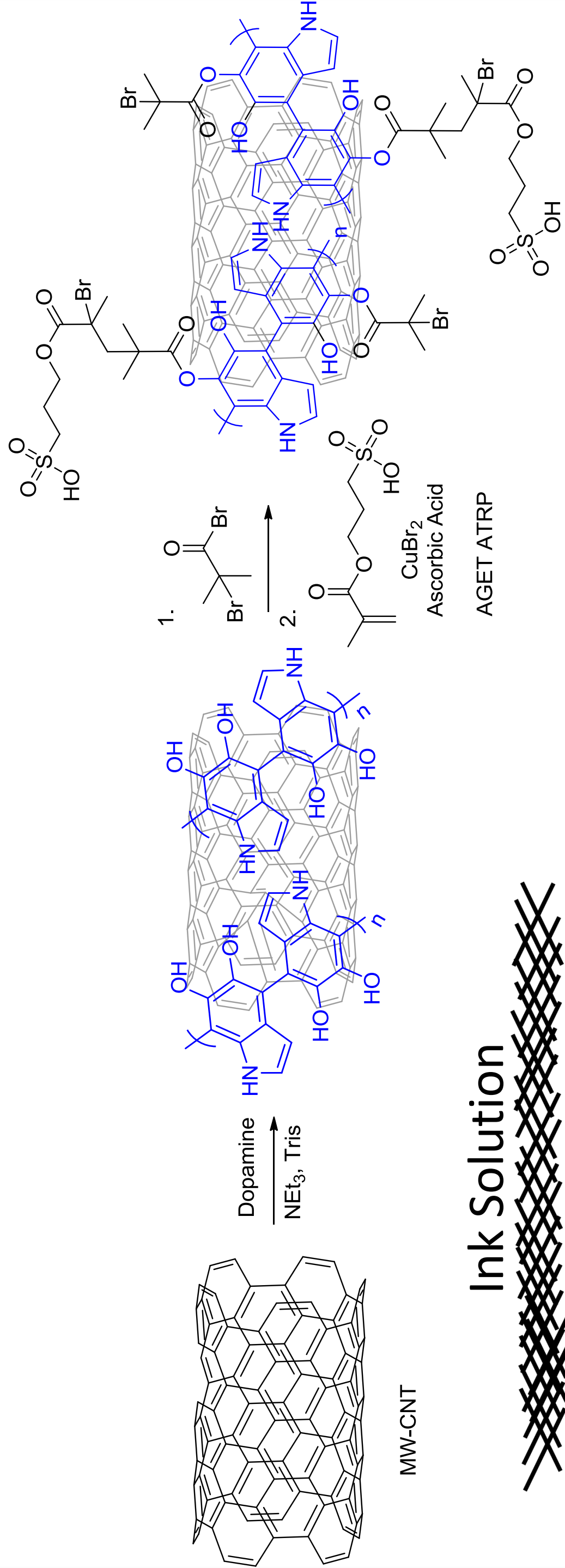
Carbon nanotubes (CNTs) are conductive and can be printed onto surfaces to serve as a reliable sensor. They can also serve as a surface for polymerization to directly sense Ca^{2+} ions.



Nanotube inks can be mixed with calcium ionophore to have reliable calcium sensing. Monomers can also be synthesized to act as the ionophore in the solution when they are polymerized onto the carbon nanotubes. The inks cocktails are drop casted onto the device with a reference electrode to make an ion selective electrode. Where the voltage can be measured while running a calcium solution through the device.

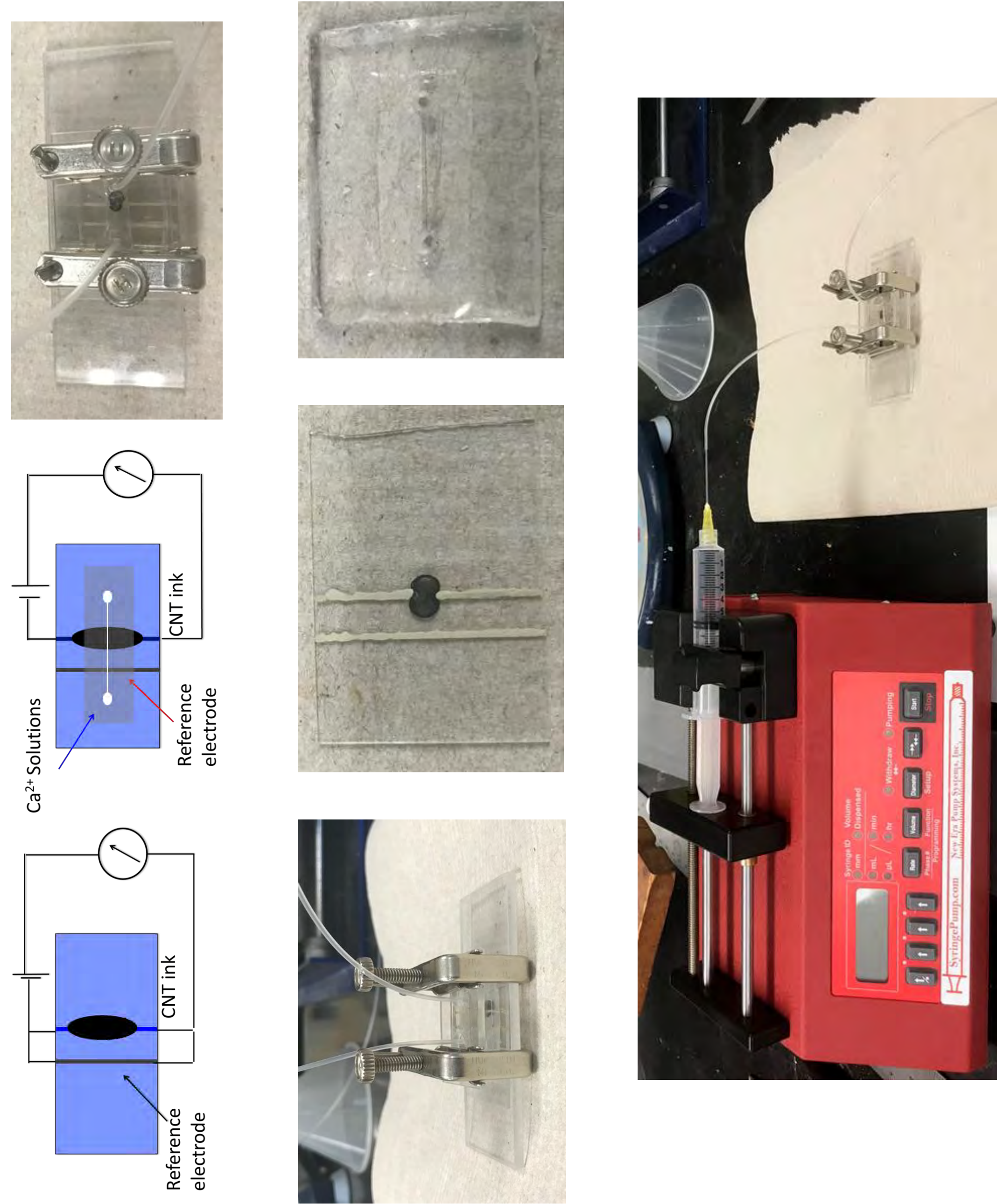


Polymerization



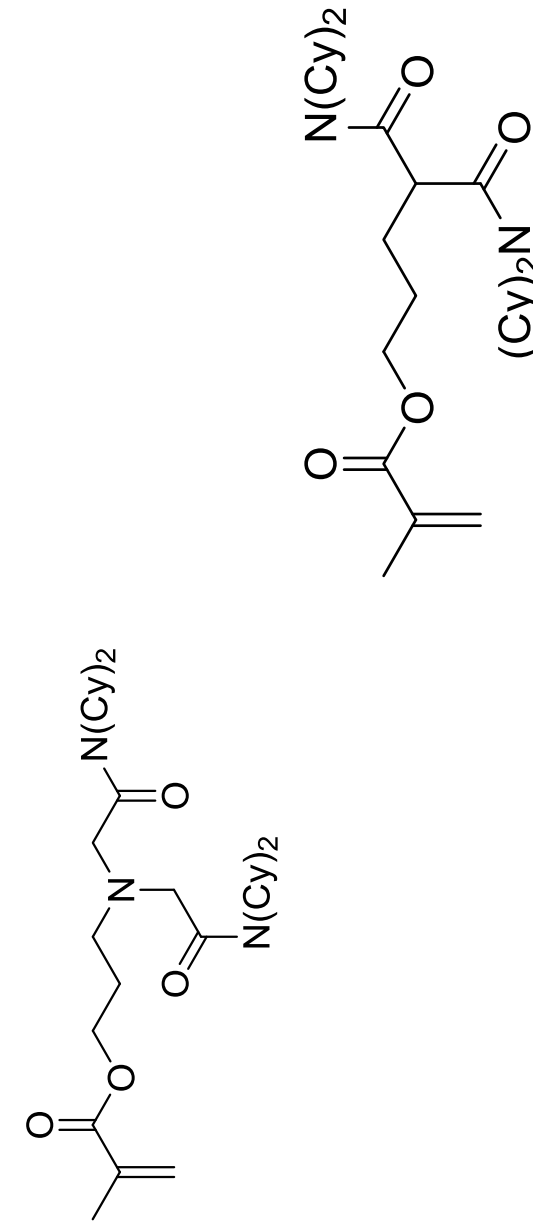
Multi-walled Carbon nanotubes are reacted with dopamine to coat the nanotubes in polydopamine (PDA). Then they are reacted with BIBB which acts as the initiator for the polymerization to add 3-sulfopropyl methacrylate to the end of the CNT. These nanotubes were added to an ink solution and drop casted onto a glass slide to make an ion selective electrode.

Devices



Future Work

- Different Monomers
 - Iminodiacetic acid
 - Malonic Acid
- Printing inks onto devices with a printer
- Determining if the inks are ion selective



References

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- Wang, Li-Ping, et al. *Reactive and Functional Polymers* **2016**, 59-64.
- Koo, H. J.; Waynant, K. V.; Zhang, C. J.; Braun, P. V., *ACS Applied Material Inter* 2014, 6 (16), 14320-14326

Acknowledgements

Thanks to Dr. Kristopher Waynant and the University of Idaho Summer Undergraduate Research Fellowship for the funding and opportunity.

Air-Brushed Nonfouling Drug Delivery Microfiber Mats

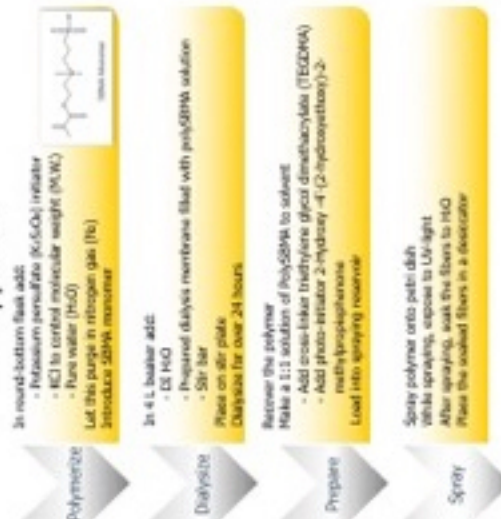
Jacquelin Martinez and Dr. Matthew Bernards

Chemical & Materials Engineering, University of Idaho, Moscow, ID

Introduction

A significant challenge in the field of biomaterials is the non-specific adsorption of proteins to implants. Upon implantation, this non-specific protein adsorption triggers the natural foreign body response leading to encapsulation and failure of the device. Zwitterionic materials are excellent at resisting protein adsorption. For this reason, we are investigating the zwitterionic polymer poly(sulfobetaine methacrylate) (polySBMA). Using polySBMA, our goal is to produce nonfouling polymer-microfibers by airbrush-spraying. To date we have explored the influence of spraying pressure, nozzle diameter, distance to collector, polymer molecular weight, and solvent. We have also optimized the use of a photo-polymerization reaction to reduce the water solubility of the resulting microfibers. The long term goal is to use these microfibers to create a high-surface-area drug delivery platform.

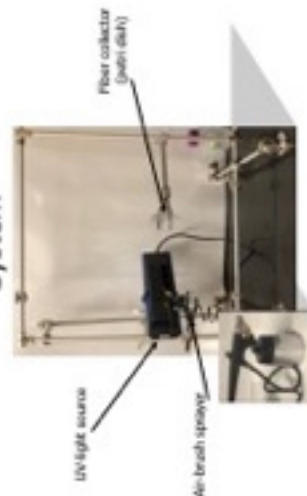
Approach



Conclusions

- Increasing KCl concentration decreases MW, and produces uniform fibers
- Increasing NaCl concentration allows for spraying and produces uniform fibers
- Optimal spraying occurs at 30 psi and "2-inches" nozzle diameter
- Optimal photo-initiator concentration is 0.009 M C18H15O6
- Photo-polymerization reduces water solubility

System



Results

✓ Varying KCl concentration

At 0.1 M KCl, the polymer solution is colorless, viscous and large fibers are produced. Below the KCl concentration exceeds 0.1 M, fibers are not uniform and begin to have a "beading" effect.

✓ Solvent

polySBMA 0.125 M NaCl 1:1
Ethanol NaCl 1:1
When using ethanol or acetone, polySBMA does not dissolve and instead clumps and forms sticky hard polymer lumps.

polySBMA 0.125 M NaCl 1:1
Ethanol NaCl 1:1
When using ethanol or acetone, polySBMA does not dissolve and instead clumps and forms sticky hard polymer lumps.

polySBMA 0.125 M NaCl 1:1
Ethanol NaCl 1:1
When using ethanol or acetone, polySBMA does not dissolve and instead clumps and forms sticky hard polymer lumps.

Future Work

- Characterize the base case microfiber dimensions
- Demonstrate nonfouling properties
- Quantify polySBMA M.W. by gel permeation chromatography
- Characterize the release of two pseudo-drug species

✓ Spraying Pressure

30 psi 20 psi 10 psi

When pressure reaches 30 psi, fibers are produced.

✓ Spraying nozzle diameter

Set at large diameter, or approximately 5 mils or less.

Set at small diameter, or approximately 2 mils or less.

✓ Varying photo-initiator concentration

0.009 M C18H15O6 0.003 M C18H15O6 0.001 M C18H15O6

The concentration of photo-initiator is calculated on a basis of 10 µl of a 1:1 polySBMA to solvent solution with 200 µl of TEGDMA.

✓ Water solubility

No photo-initiator, control, or UV exposure 0.002 M photo-initiator 4 minute UV exposure 0.009 M photo-initiator 8 minute UV exposure

Acknowledgements

- National Grand Challenge Scholars Program
- Office of Undergraduate Research

University of Idaho
Office of Undergraduate Research

Introduction

- Currently, 1 in 10 heifers and most bull-calves are transported to calf-rearing facilities within the first 48 h of birth in the U.S.
- Transport at this vulnerable stage causes stress-related changes in protein metabolism that could restrict growth, since an increase in blood cortisol was shown (Gore et al., 1993; Paddon-Jones et al., 2006) to cause muscle wasting in humans by increasing the rate of protein breakdown relative to synthesis.
- However, there is no information on the impact of transport-related stress on protein metabolism in calves, and the strategies that could potentially be used to mitigate the negative outcomes.
- Our objective was to investigate the effects of transport stress and pre-transport administration of an analgesic in calves (< 1 week old) on blood metabolites, and the gene expression profiles for markers of protein breakdown and synthesis in muscle.

Methods

- A total of 20 calves (age ±SD; 4 ± 0.5 day) were randomly administered either a placebo (CON; n = 10) or meloxicam (MEL; n = 10) orally (1 mg/kg) right before a 8-h road trip.
- Blood samples were collected before departure (0 h), on arrival (8 h) and 96 h post-arrival and analyzed for cortisol and haptoglobin (0 & 8 h samples), and 3-methylhistidine (3-MH), plasma urea-N (PUN) and amino acids (AA; 96 h samples).

TAP TO GO
BACK TO KIOSK
MENU

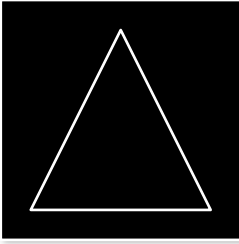


Table 1. Plasma AA, 3-methylhistidine and urea-N concentration 96-h post-arrival in calves administered either a placebo (CON) or meloxicam (MEL) prior to road transport (8 h trip).

Variable	Treatment			SEM	P-Value
	CON	MEL			
Alanine	133	119		11.7	0.41
Arginine	2.96	4.78		0.89	0.17
Asparagine	31.8	31.9		1.70	0.99
Aspartic acid	15.7	14.7		0.83	0.41
Citrulline	7.87	5.47		0.87	0.07
Glutamic acid	34. 4	31.3		2.95	0.47
Glutamine	16.6	14.6		0.99	0.18
Glycine	32. 8	33.8		2.30	0.75
Histidine	31.6	29.0		2.01	0.36
Isoleucine	19.2	15.2		1.25	0.04
Leucine	33.2	29.8		1.77	0.19
Lysine	11.3	10.6		0.68	0.48
Methionine	5.50	5.43		0.261	0.84
Phenylalanine	31.0	28.4		2.47	0.46
Proline	11.2	9.6		0.81	0.19
Serine	9.218	8.632		0.63	0.52
Threonine	10.2	9.3		0.49	0.21
Tryptophan	46.5	41.2		3.554	0.30
Tyrosine	38.9	34.7		3.044	0.33
Valine	7.91	6.73		0.526	0.13
3-methylhistidine	0.380	0.368		0.036	0.82
Urea-N	12.3	11.5		0.799	0.46

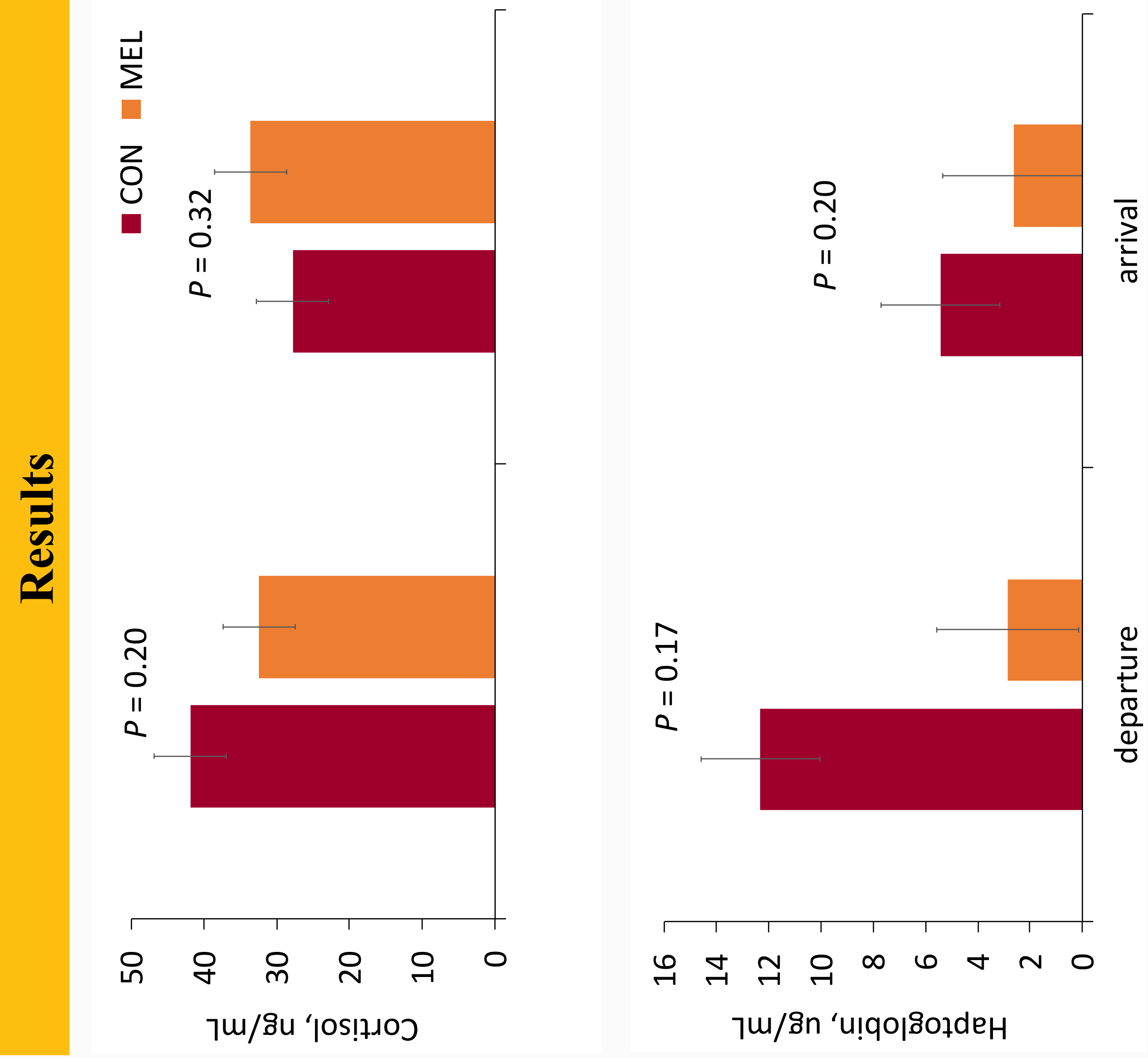


Figure 1. Blood cortisol and haptoglobin concentration at departure and arrival in calves administered either a placebo (CON) or meloxicam (MEL) prior to road transport (8 h trip).

Effects of pre-transport administration of Meloxicam on indicators of protein metabolism in transported 4-day old Jersey calves

Myers C. A., Z. Carlson, G. Murdoch, and G. E. Chibisa

University of Idaho, Moscow, ID

TAP TO GO
BACK TO KIOSK
MENU



Results (cont.)

Table 2. Transcript abundance of genes related to mammalian target of rapamycin (mTOR) and ubiquitin-proteasome system (UPS) in calves administered either a placebo (CON) or meloxicam (MEL) prior to road transport (8 h trip).

Variable ¹	Treatment		SEM	P-Value
	CON	MEL		
mTOR (protein synthesis) ²				
mTOR	-4.17	-4.15	0.054	0.848
S6K1	-3.96	-4.02	0.039	0.319
4E-BP1	-4.33	-4.33	0.041	0.100
EIFK3	-3.44	-3.44	0.036	0.932
UPS (protein breakdown) ³				
UBA	-4.70	-4.70	0.058	0.871
UBE2G1	-3.50	-3.44	0.055	0.421
UBE2G2	-5.93	-5.91	0.060	0.823
Atrogin-1	-5.73	-5.75	0.057	0.832
TRIM-63	-3.34	-3.31	0.056	0.672

¹copies/copy 18S

²S6k1 = ribosomal protein S6 kinase, 4E-BP1 = eukaryotic

translation initiation factor 4E binding protein, EIFK3 = eukaryotic

translation initiation factor 3

³UBA = ubiquitin-like modifier activating enzyme, UBE2G1 and

UBE2G2 = ubiquitin conjugating enzymes, TRIM63 = E3 ubiquitin-protein ligase

Table 3. Production performance in calves administered either a placebo (CON) or meloxicam (MEL) prior to road transport (8 h trip).

Variable	Treatment		SEM	P-Value
	CON	MEL		
Transportation shrink, kg	1.68	1.75	0.374	0.896
ADG for 4 d, kg/d	1.95	1.983	0.096	0.814
Milk replacer intake, kg/d	1.067	1.129	0.021	0.05
Feed efficiency	1.841	1.761	0.102	0.584

Summary

- There was no treatment effect on blood cortisol and haptoglobin concentrations, whereas isoleucine was higher and citrulline concentration tended to be higher for MEL than CON calves.
- Although milk replacer intake tended to be higher for MEL compared to CON calves, there was no treatment effect on transportation shrink, ADG and feed efficiency
- Pre-transport administration of MEL had no effect on blood

cortisol concentration, and this possibly accounts for the lack of a treatment effect on most measures of protein metabolism including blood urea-N, 3-MH, and mRNA abundance for components of the mTOR or UPS pathways.

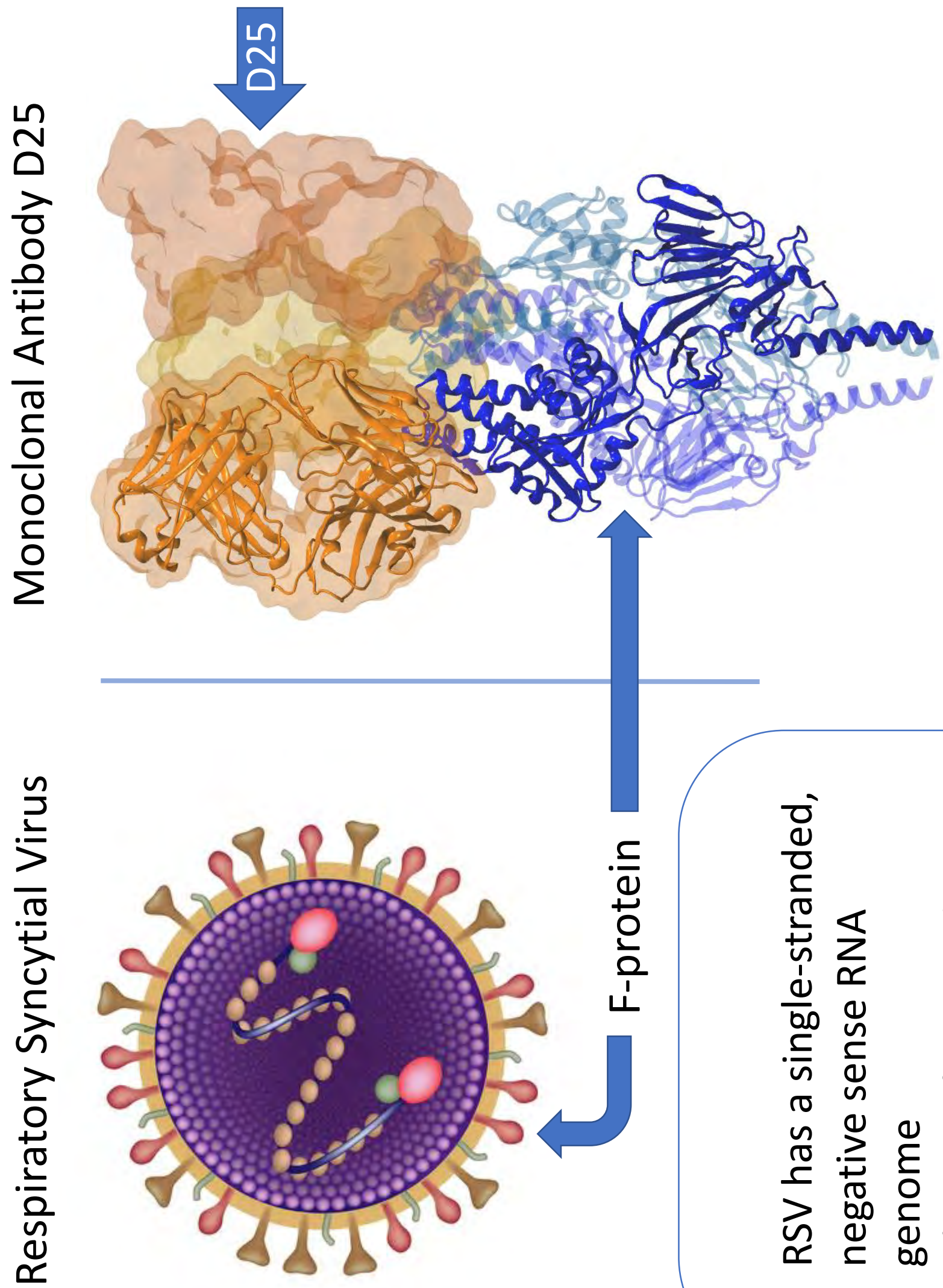
References

- 1) Gore et al., 1993. Ann. Surg. 218:679-684.
- 2) Paddon-Jones et al. J. Clin. Endocrinol. Metab. 91:4836-4841.doi:10.1210/jc.2006-0651

Abstract:

Respiratory Syncytial Virus (RSV) is a small intracellular pathogen that infects people of all ages. RSV is responsible for many deaths each year and currently, there is no licensed vaccine. In an alternate form of therapy, monoclonal antibodies can be used to treat infection, however, the monoclonal antibody, Palivizumab, is only administered to high risk infants. In this study, we are investigating the ability of RSV to mutate under stress of a human monoclonal antibody, D25. Under stress, RSV is pressured to evolve resistance against antibodies, known as antibody escape mutations. We introduced RSV to rounds of selection in the presence of D25 and allowed time for mutations to arise. After ten rounds of selection in HEp-2 cells, viral mutants required significantly more antibody for neutralization. The mutants were sequenced for specific amino acid changes and compared to the modeled predictions. These results will help us better understand how RSV evolves to escape neutralization.

Background:



- RSV has a single-stranded, negative sense RNA genome
- It's a significant pathogen among young children, the elderly, and the immunocompromised
- The Fusion (F) protein fuses the viral membrane with the host cell membrane for viral entry into host cells
- F protein is the main target of neutralizing antibodies
- F is also the target for vaccine strategies that are currently in development and the target of monoclonal antibody therapy by Palivizumab

- D25 is a human monoclonal antibody that has potent neutralizing activity against RSV
- D25 is in clinical trials as an RSV therapeutic
- D25 binds to the pre-fusion form of F and inhibits fusion and viral entry
- It is important to understand how RSV can evolve to avoid neutralization by D25

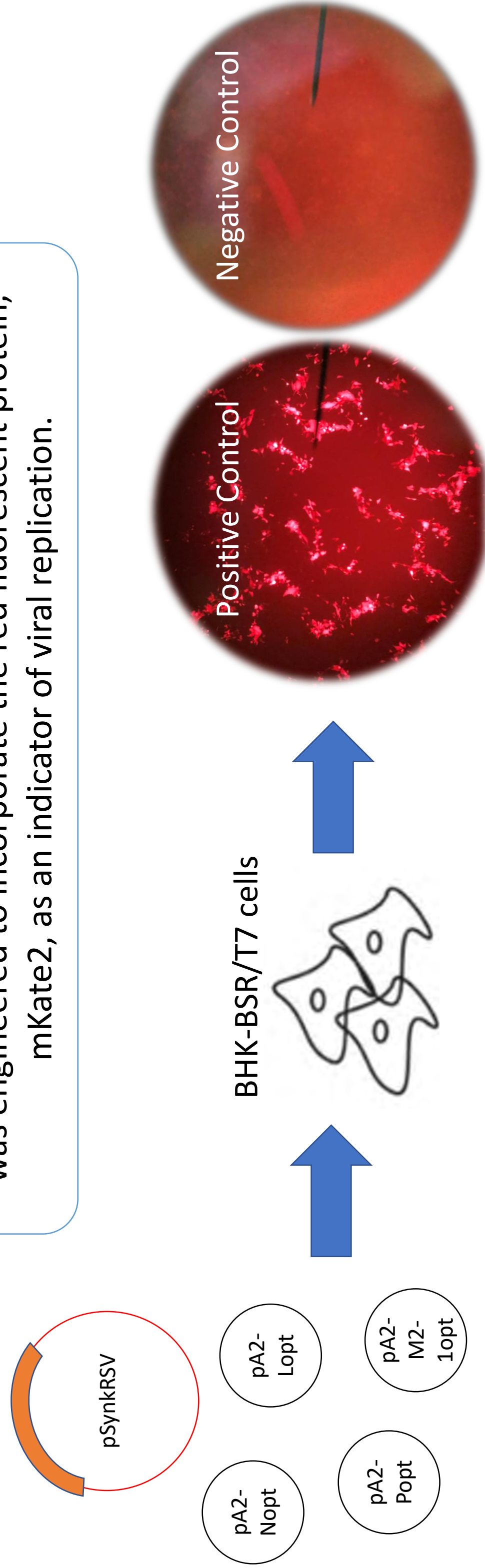
Hypothesis:

- We hypothesize that RSV will mutate under stress of a sub-inhibitory dose of antibodies (D25) resulting in escape from neutralization.
- We also predict that molecular modeling done by our collaborators, Drs. Marty Ytreberg and Jagdish Patel, will be able to accurately predict these mutations.

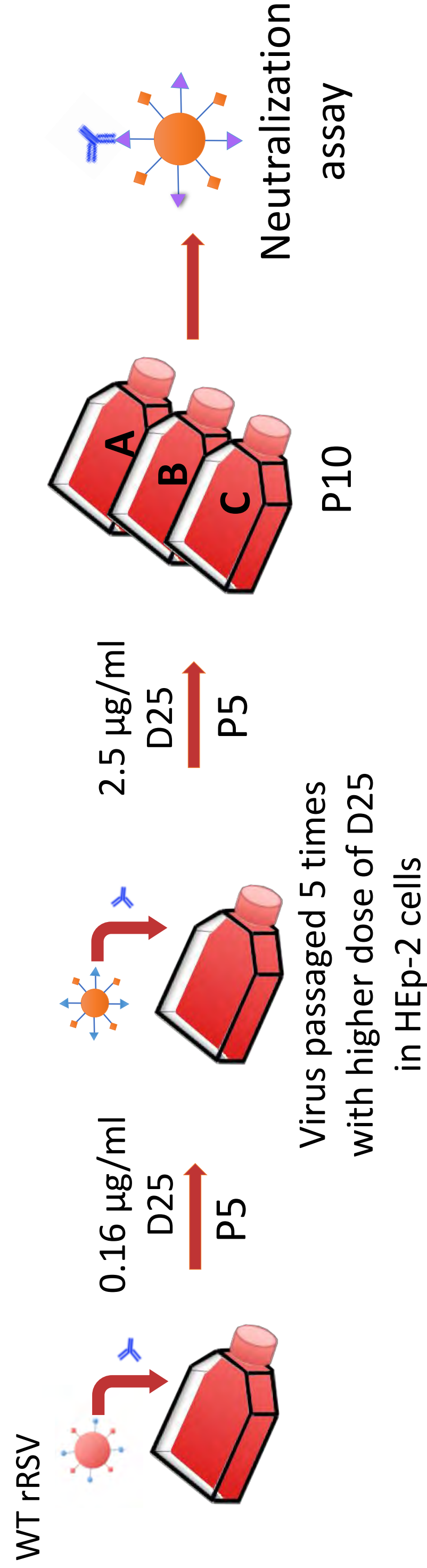
Methods:

Generating RSV that Expresses a Red Fluorescent Protein

A plasmid with the RSV genome and helper plasmids were transfected into BHK-BSR/T7 cells. The RSV genome plasmid was engineered to incorporate the red fluorescent protein, mKate2, as an indicator of viral replication.

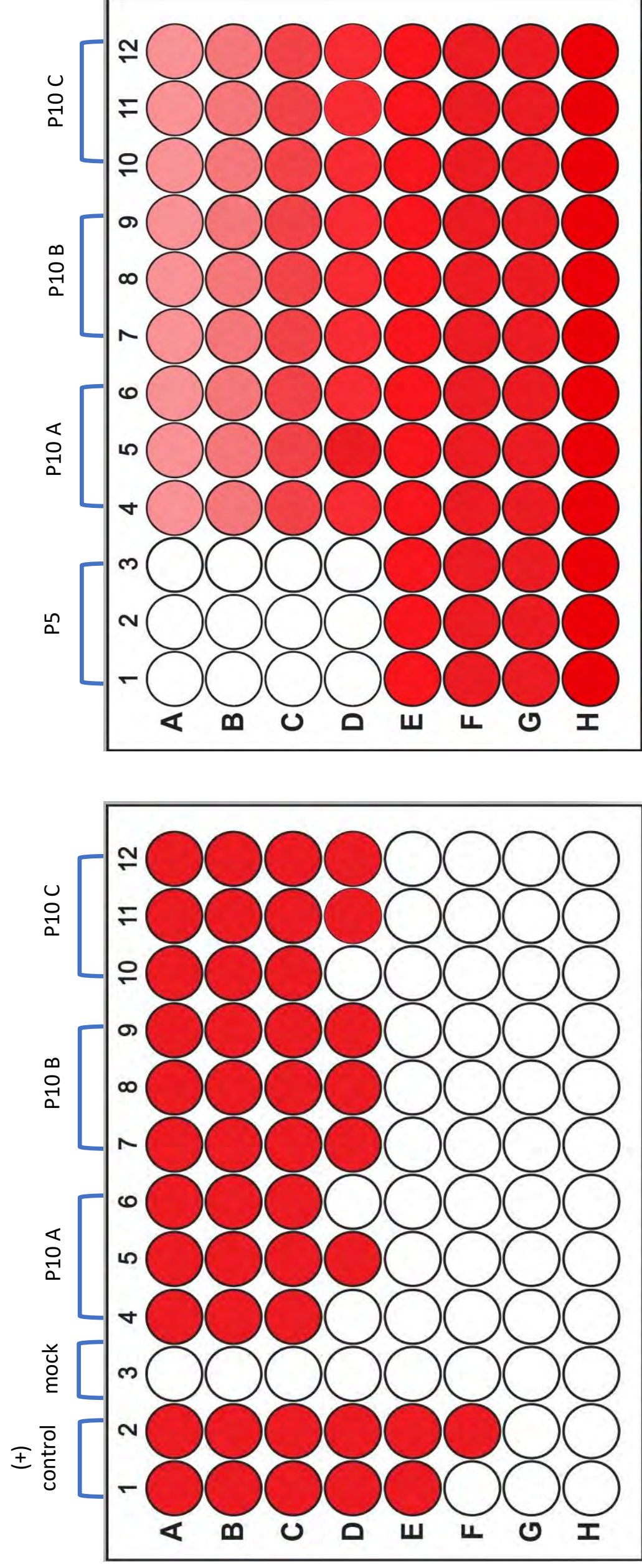


Experimental Evolution of RSV to Select Antibody Escape Mutations

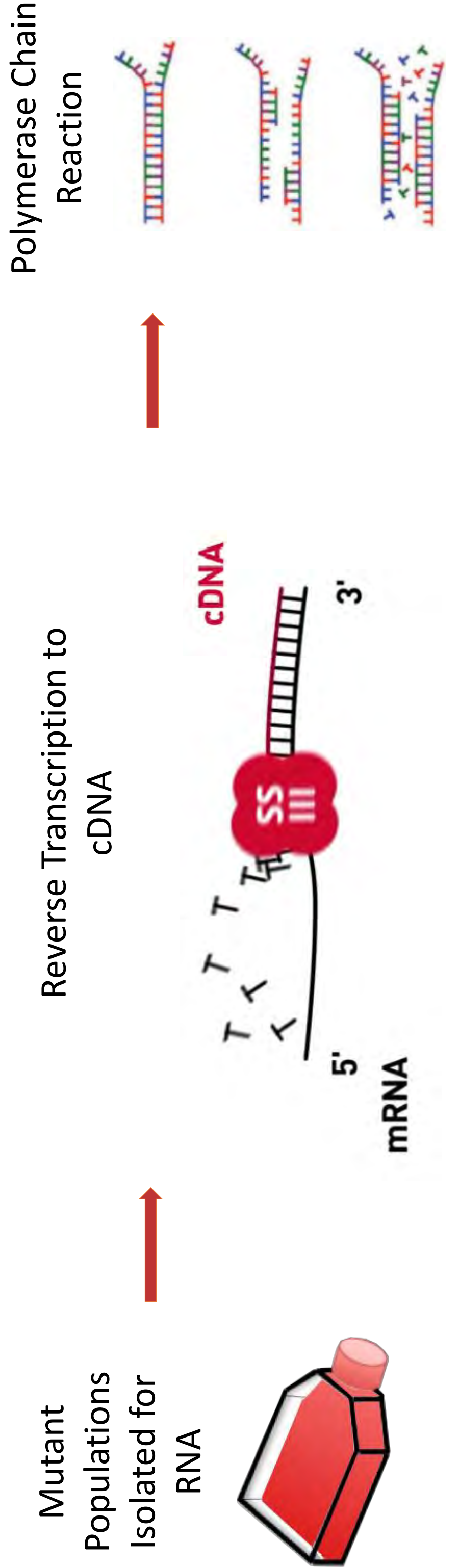


Quantifying RSV by TCID₅₀ Assay

Determining Neutralizing Concentration of Antibody

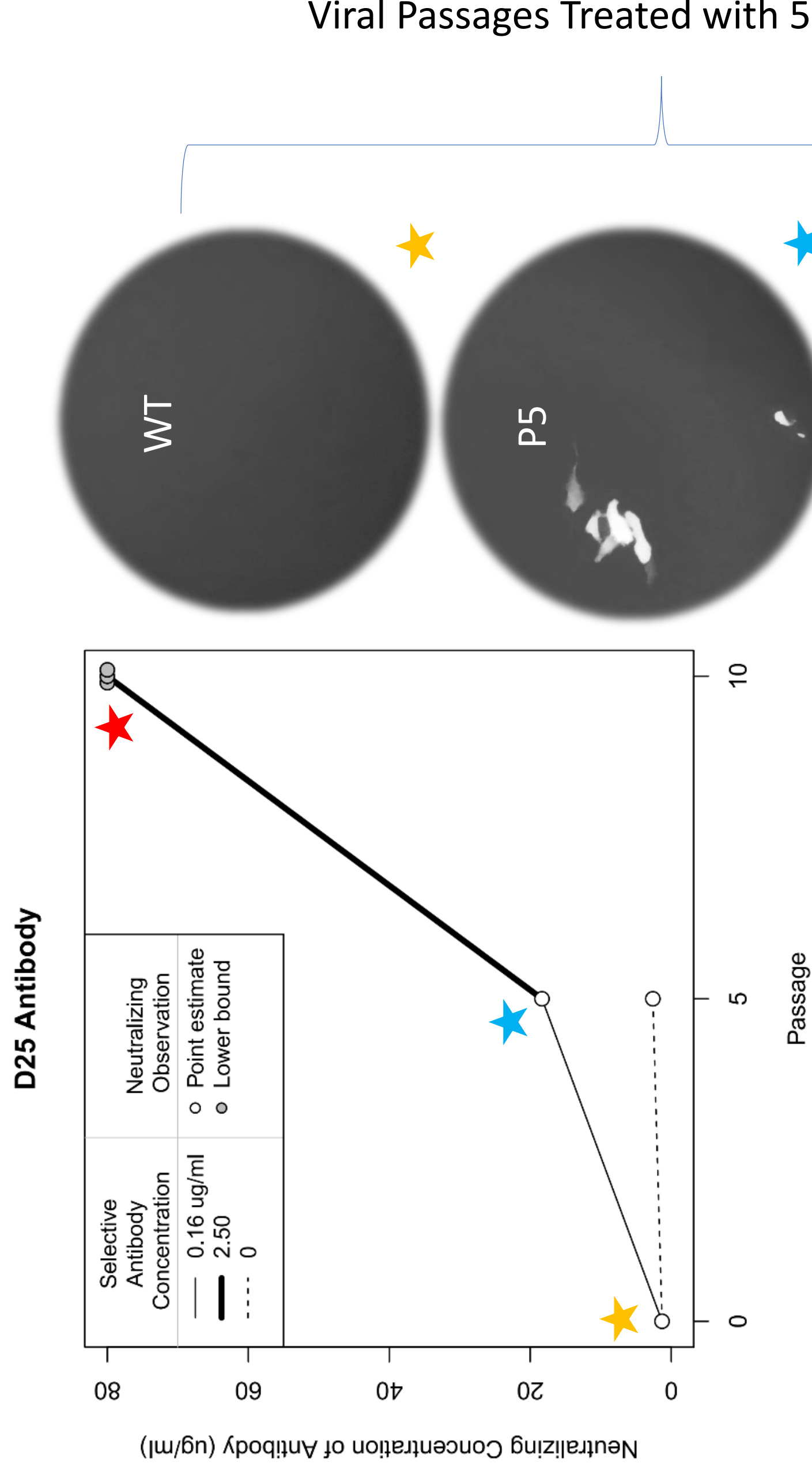


Isolating Mutant RNA to be Reverse Transcribed to DNA for Sequencing

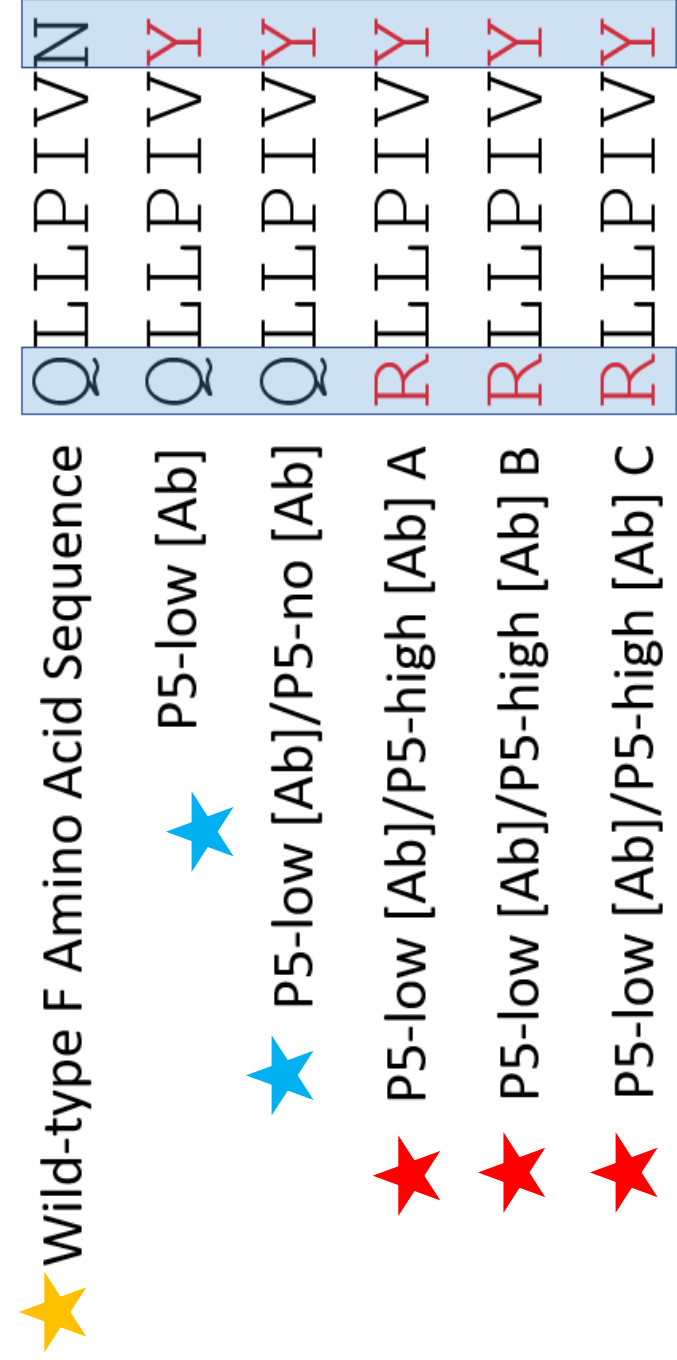


Results:

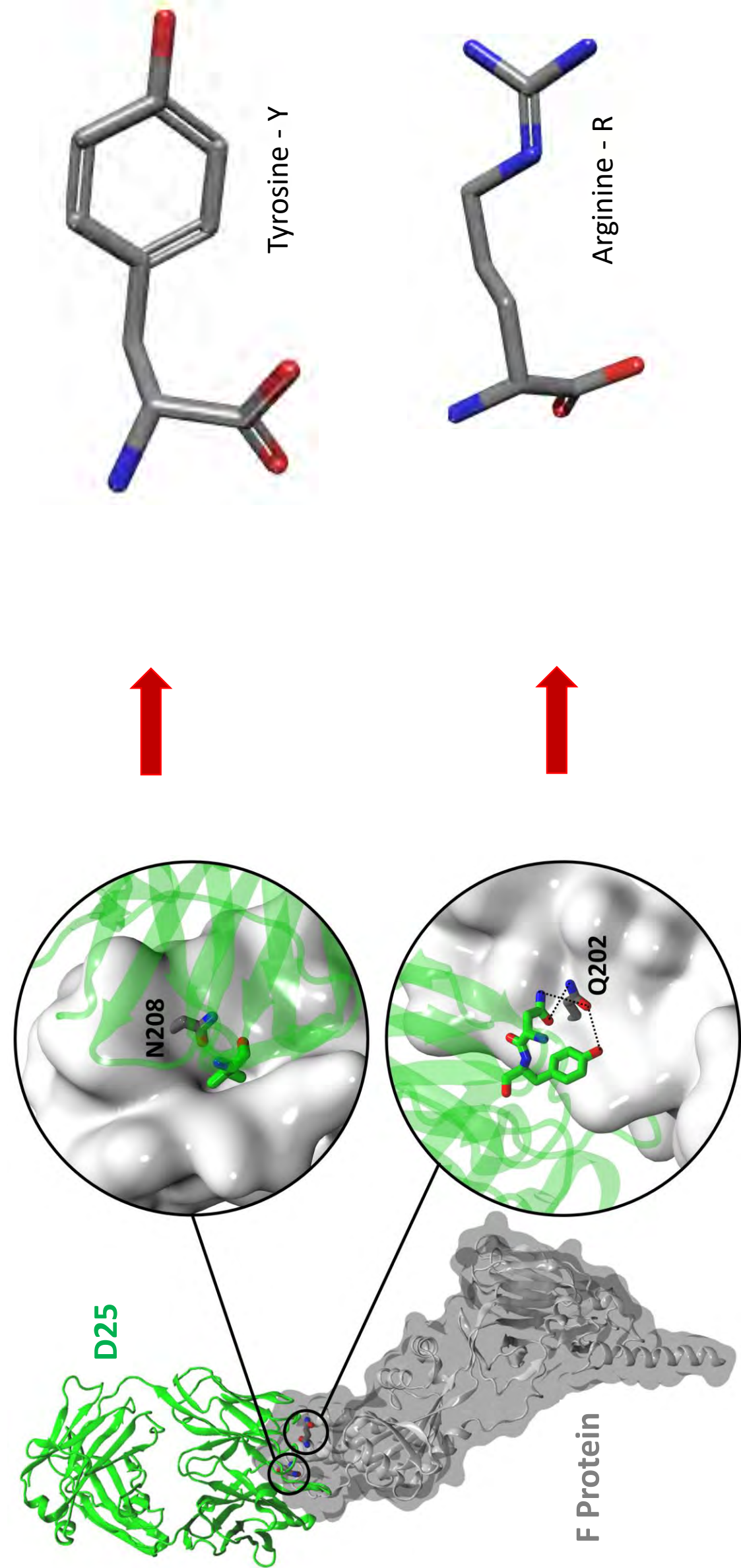
Passage of Virus in the Presence of Antibodies Results in Increased Resistance to Neutralization



Passed Viruses Acquired Two Point Mutations Sequentially



The Mutations are Predicted to Disrupt the Interaction Between D25 and F



Conclusion and Future Directions:

- After ten rounds of selection in HEp-2 cells, viral mutants required significantly more antibody for neutralization.
- The F protein has mutated that allows it to escape neutralization and the amino acid residues that mutated are predicted to disrupt the interaction between D25 and F.
- Later, we will engineer the predicted D25 mutants into the infectious clone to validate their resistance to D25 and compare their fitness to the wild-type virus.

Acknowledgements and References:

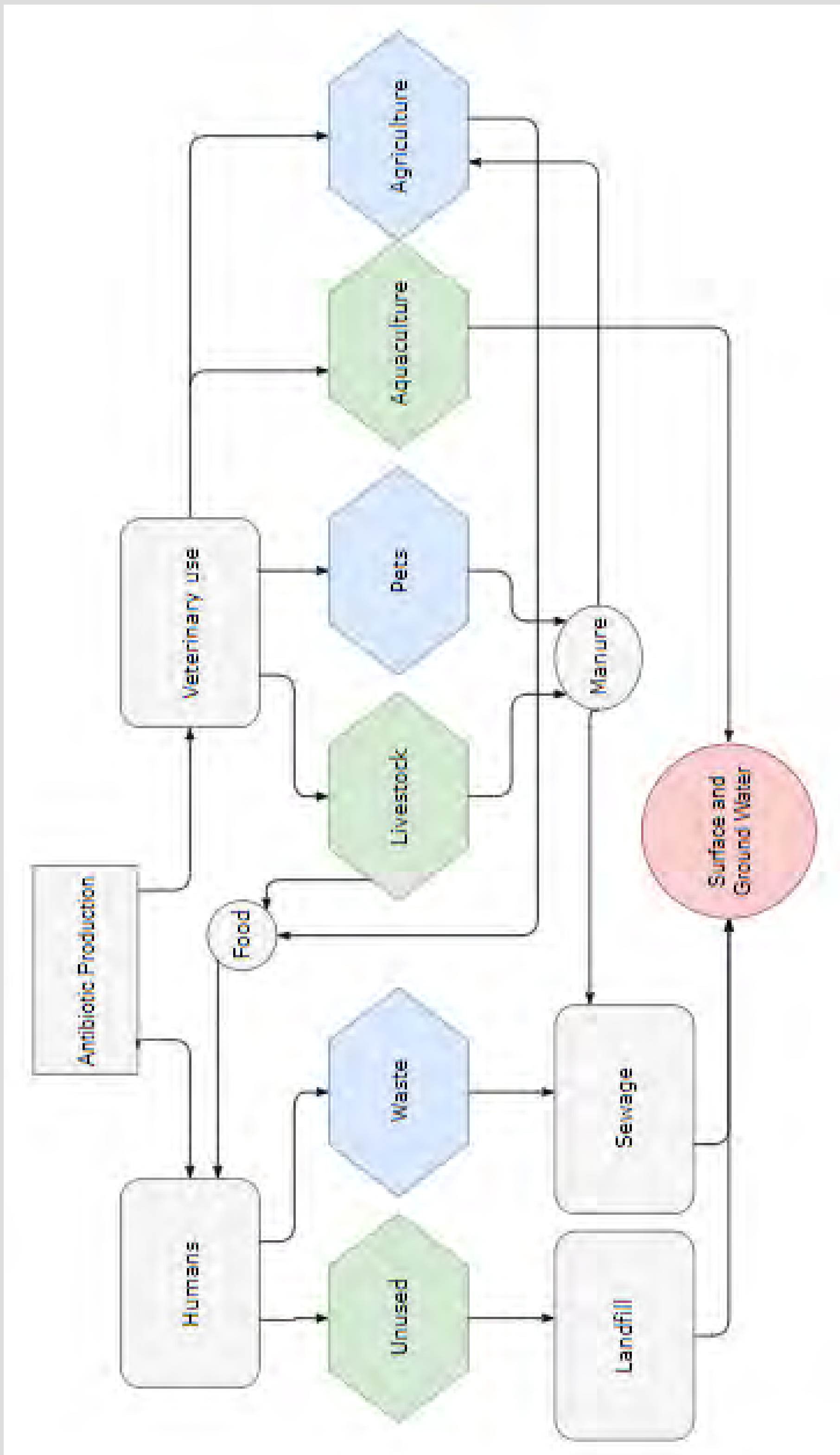
- Research reported in this poster was supported by the National Science Foundation EPSCoR Research Infrastructure Improvement Program: Track-2, award number OIA-1736253.
- We gratefully acknowledge Dr. and Mrs. Hill for their support with the Hill Fellowship Grant and the Office of Undergraduate Research for the SURF Fellowship and OUR Grant.
- An additional thank you to Bhim Thapa and Andres Gonzalez for their support and advice as well as Dr. Marty Ytreberg and Dr. Jagdish Patel for the modeling.
- 1. Meng J, Stobart CC, Hotard AL, Moore ML (2014) An Overview of Respiratory Syncytial Virus. PLoS Pathog 10(4): e1004016. doi:10.1371/journal.ppat.1004016

Non-Thermal Liquid Plasma Treatment for Removal of Antibiotics in Wastewater

McKenzie Walquist and Dr. Sarah Wu, Department of Biological Engineering

Traditional wastewater treatment processes are not able to degrade pharmaceuticals which find their way into the water system. As a result, many bacterial strains have become antibiotic resistant, which is a significant medical concern. One solution currently being explored to prevent these emerging contaminants from being released into the environment is advanced oxidation processes (AOPs), including non-thermal liquid plasma (NLP) treatment. This process produces high energy mobile electrons and oxidizing radicals which degrade large organic molecules.

Sources and cycles of antibiotics



A circulating treatment of tap water to simulate a wastewater stream, was used to remove three types of beta-lactam penicillins (ampicillin, oxacillin sodium salt, and amoxicillin trihydrate).

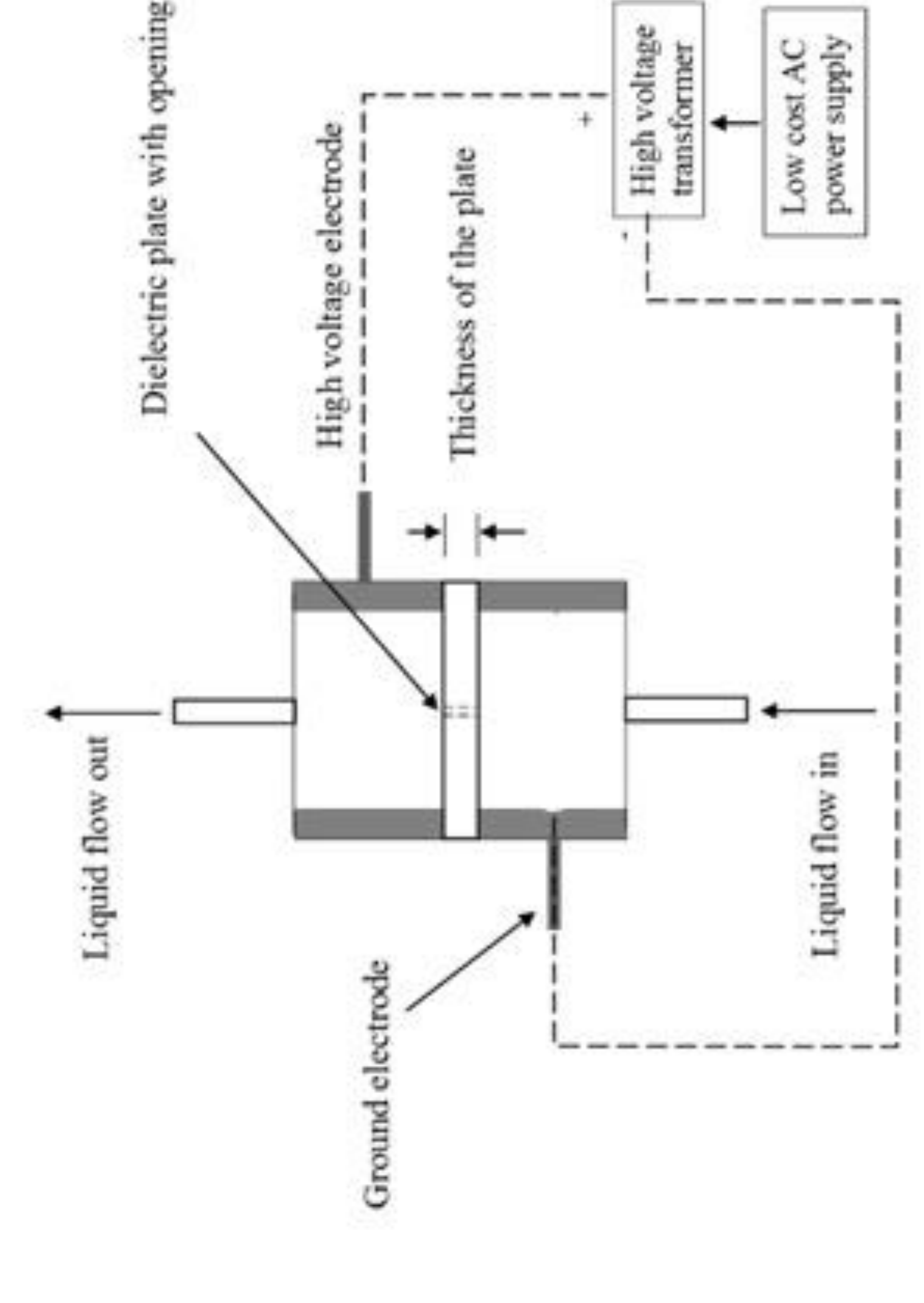
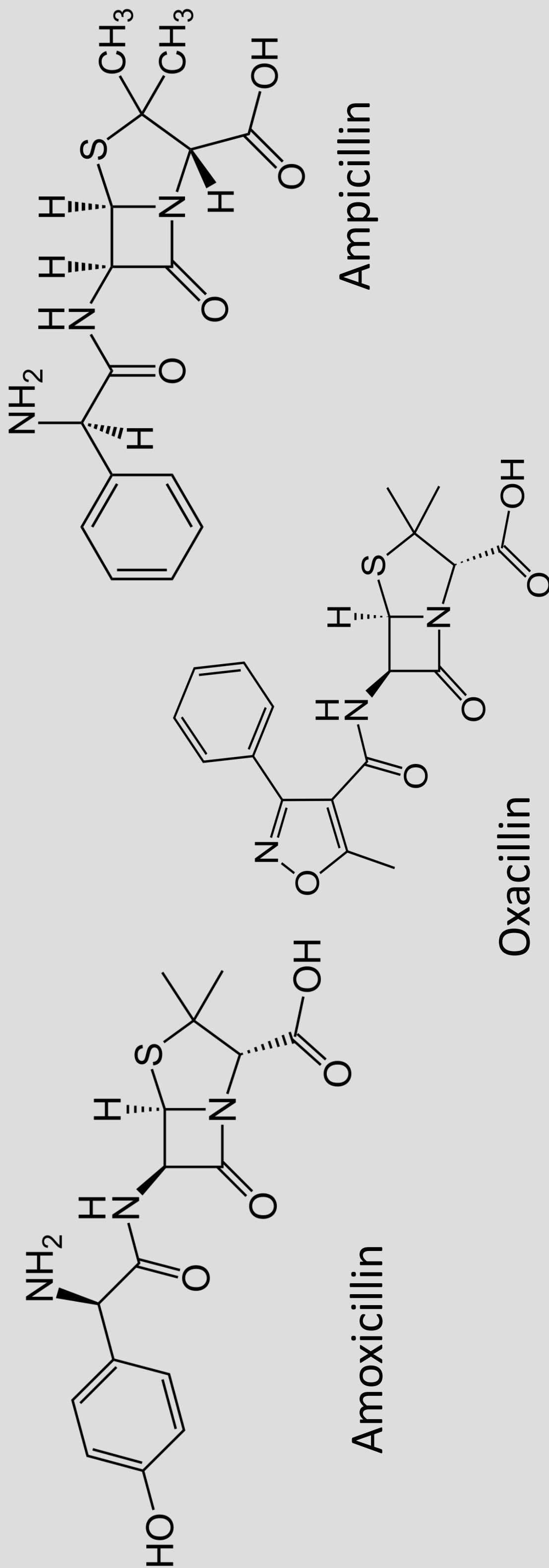
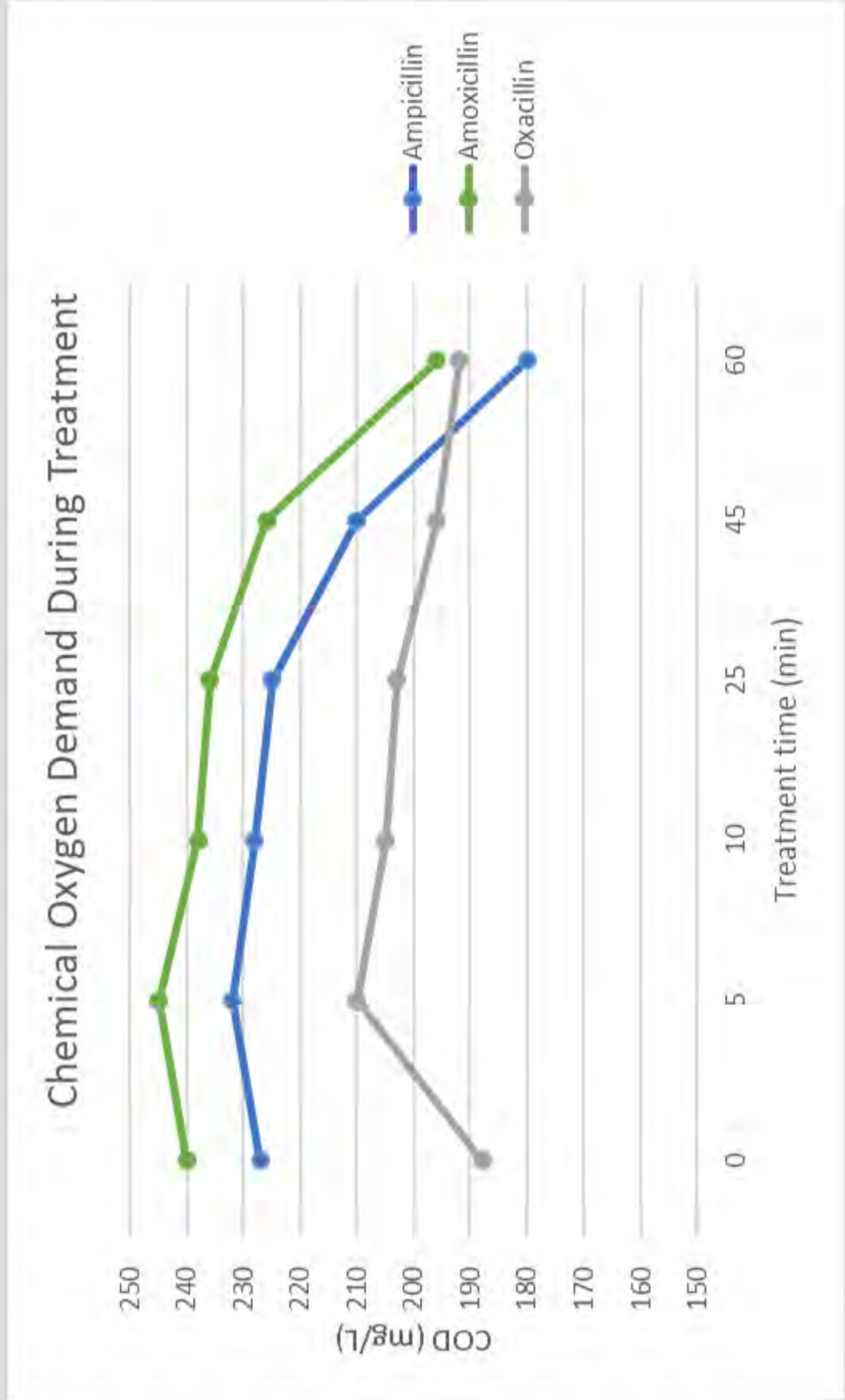


Fig. 1 Circulating non-thermal liquid plasma reactor

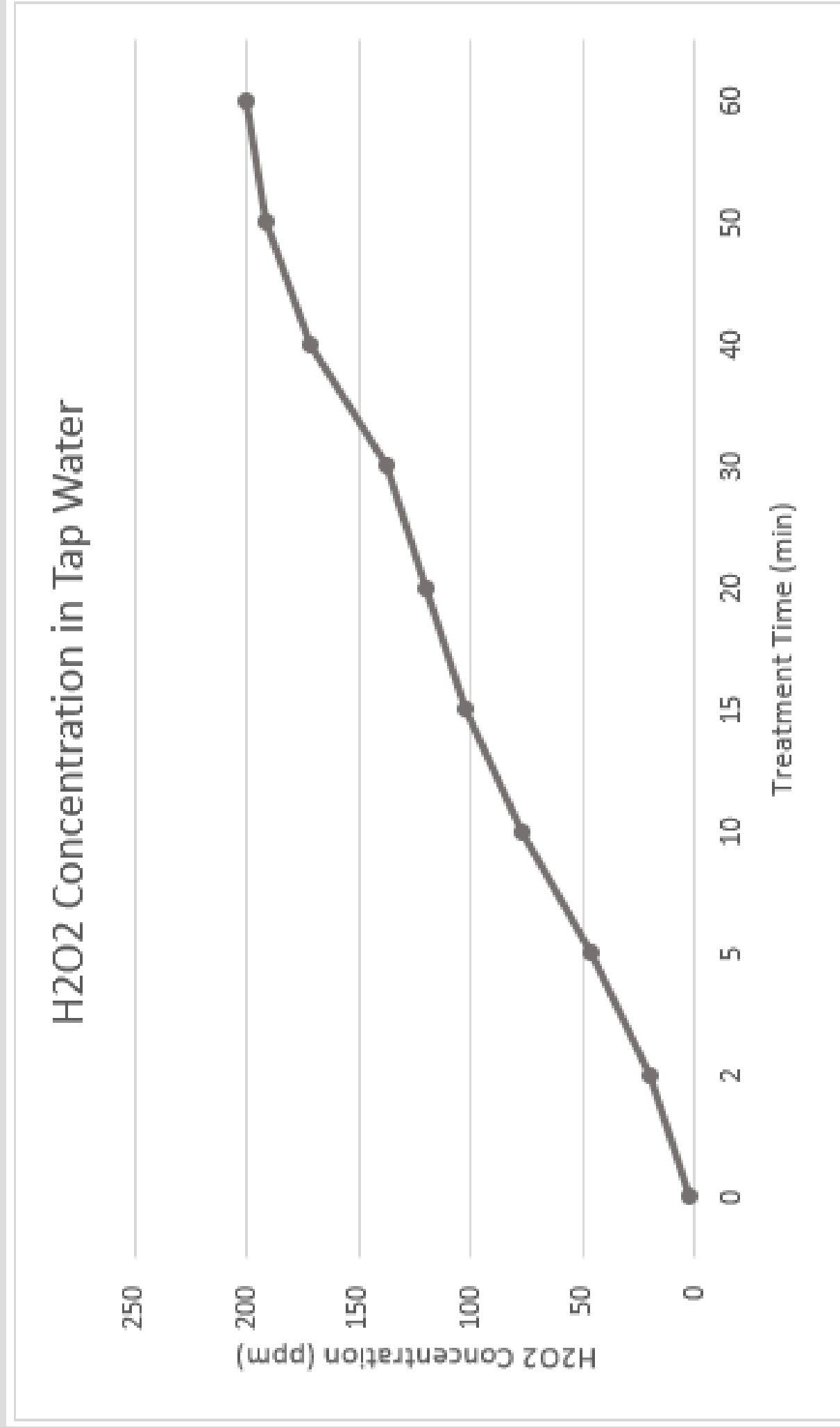


Toxicity

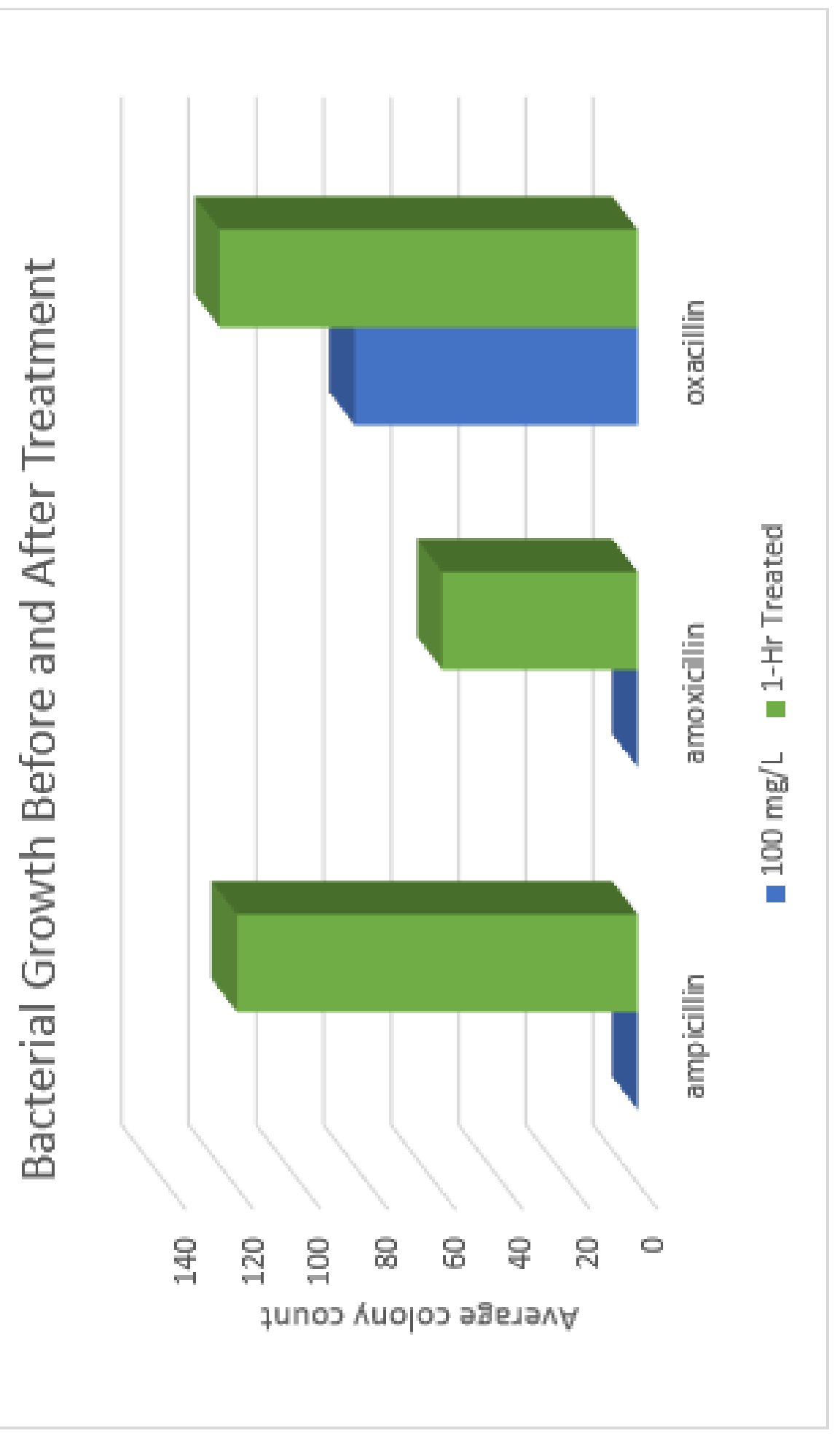
In each replicated experiment, using E. coli K12, the bacteria did not grow when plated with either Ampicillin or Amoxicillin. However, when plated with the 1-hour treated solutions, the bacteria were able to grow to the similar colony counts as treated tap water without antibiotics. This suggests the antibiotics were degraded to a point that could no longer affect bacteria at this concentration. This strain of bacteria was not inhibited by the Oxacillin, but the treated solution was shown to also be non toxic.

Oxidation

The high voltage between the NLP reactor electrodes physically breaks the large molecules, and also creates hydrogen peroxide, ozone, and hydroxyl ions. These radicals assist in further oxidizing organic molecules.



H₂O₂ increases with treatment time. The pH of the solution also increases, suggesting the production of –OH radicals. The decrease in COD suggests the molecules are degraded and oxidized.



What's Next?

- ❑ LC/MS analysis to identify intermediates and final degradation products
- ❑ Reactor optimization and commercialization

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 19, 2019

FY17 HERC Undergraduate Research: Lewis-Clark State College								
Student (s)	Student Major	Project Summary	Project Amount	Stipend	Supplies	Travel	Faculty PI	Dissemination
Hannah Uhlenkott, Jessie	Exercise Science	The effects of plyometric training on knee flexion angles	1,081	300	732	49	Jessica Savage	Poster- American College of Sports Medicine
Delaney Jones	Computer Science/Bio	Merging in Mouse Eyes- Investigating Retinal Neurons	2,000	2,000			Seth Long	Poster- ICUR and Idaho
Kory Parker	Biology	Morphological and growth characterisitcs of <i>Candida auris</i> and potential antifungal compounds against	5,025	4,200	825		Jacob Hornby	Presentation- LCSC research syposium; Poster- ICUR
Sarah Eberle	Biology	The effect of spontaneous mutations on neural function	2,600	2,100	500		Leigh Latta	Poster- ICUR and Idaho INBRE
Brian Grimm	Chemistry	Analysis of Volatile Organic and Sulfur Compunds in the air	5,700	2,700	2,800	200	Nancy Johnston	Poster- ICUR
Rayanna Grove	Biology	Relative Effects of genetics to snake head morphology	3,594	2,160	382	1,052	Mike Edgehouse	Ongoing- summary report; ICUR summer 2019
Presentation Materials								
Totals			20,000	13,460	5,239	1,301		

Other outcomes
Professional school admittance: Jessie (OT), Hannah and Kendall (PT)
Current student- offer to work on data set from NASA consultant firm
University of Nebraska. Summer REU at University of Nebraska
Current student- interviewing at Dental Schools
MS in Environmental Engineering at WSU
Current student

Final Report for HERC Funding for the 2018 Idaho Conference on Undergraduate Research (ICUR)

Submitted by Donna Llewellyn, Executive Director of the Boise State Institute for STEM and Diversity Initiatives

ICUR 2018 was held on July 25 and 26, 2018 at Boise State University. The total attendance was 296 (not counting some who only came to see the poster sessions), from 38 different institutions/organizations. This included 202 students with 164 poster presentations, and 94 faculty, industry, and governmental representatives. We are aware that this is a decline from the 2017 conference and we are looking at the data to try to understand where the reductions came from and to address these with our campus partners. We have also added a partner at College of Southern Idaho in order to include their students (and faculty) in the future.

There were two full days of workshops and presentations – see the following pages for the program schedule. More details are also available at <https://academics.boisestate.edu/icur/>
A pdf version of the printed program that was handed out at the event is available upon request.

A survey was been sent out to all of the attendees. The likert scale responses and an overview of the open-ended responses are attached. We intend to use these results to improve the conference next year.

The funding from HERC went to the following categories of expenditures:

Item	Amount
Catering	\$9643.31
Program Design and Printing	\$3016.60
Plenary Speaker Hotel	\$258.00
Facilities and Events	\$138.00
Materials and Supplies	\$233.52
Admin Support	\$1710.47
TOTAL	\$15,000

Other support for the conference came from a number of grant programs at Boise State University, the Institute for STEM and Diversity Initiatives, the University of Idaho, and Idaho State University.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 19, 2019

ATTACHMENT 6

ICUR 2018 PROGRAM

ALL SESSIONS ARE IN THE STUDENT UNION BUILDING UNLESS OTHERWISE NOTED

TIMES	WEDNESDAY, JULY 25	
8:00 AM	REGISTRATION: Simplot Ballroom Lobby POSTER SET-UP: Simplot Ballroom/Snacks	
9:00 - 9:25 AM	OPENING CEREMONY/CONTINENTAL BREAKFAST David Hill, Idaho State Board of Education Location: Jordan Ballroom D	
9:25 - 10:15 AM	PLENARY SPEAKER: Noël Bakhtian, Director, CAES TITLE: GLOBAL GRAND CHALLENGES: THE ENERGY-WATER NEXUS Location: Jordan D Ballroom	
10:15 - 10:30 AM	BREAK	
10:30 - 11:30 AM	NSF GRFP AND OTHER SCHOLARSHIPS Facilitator: Liljana Babinkostova, Boise State University Speakers: Student Panel Location: Bishop Barnwell	PROFESSIONAL NETWORKING: HOW TO DO IT Panelists: Adrean Cavener, Dutch Bros Jaime Lima, New York Life Insurance Co. Duree Westover, Experis Location: Lookout Room
11:45 AM- 1:45 PM	POSTER PRESENTATIONS AND BUFFET LUNCH LOCATION: Simplot Ballroom	
1:45 - 2:00 PM	BREAK	
2:00 - 3:30 PM	HOW to be MENTORED Facilitator: Paul Rowley, University of Idaho Location: Bishop Barnwell	LIGHTNING TALKS Speakers: Brittany Brand, Boise State University Caroline Earley, Boise State University Elizabeth Gutting, Boise State University Ayokunle Hodonu, Northwest Nazarene University Eric Jankowski, Boise State University Peter Müllner, Boise State University Heidi Reeder, Boise State University Mac Test, Boise State University Location: Lookout Room
3:30 - 3:45 PM	BREAK	
3:45 - 5:15 PM	GRADUATE PANEL: GETTING INTO (AND THROUGH) GRADUATE SCHOOL Moderator: Sarah Ritter, Boise State University Speakers: Faculty Panel Location: Bishop Barnwell	DEVELOPING AN ONLINE PERSONA Speaker: Laura Chiuppi, Boise State University Location: Lookout Room
5:30 PM	DINNER ON YOUR OWN - CHECK OUT ALIVE AFTER FIVE ON THE GROVE (https://www.facebook.com/aliveafterfiveboise/)	
	THURSDAY, JULY 26	
8:00 AM	REGISTRATION: Simplot Ballroom Lobby POSTER SET-UP: Simplot Ballroom/Snacks	
9:00 - 10:00 AM	CONTINENTAL BREAKFAST Plenary Speaker: Celia Gould, Director, Idaho Department of Agriculture TITLE: A LOOK INTO STATE GOVERNMENT, AGRICULTURE AND RESEARCH NEEDS Location: Jordan Ballroom D	
10:00 - 10:15 AM	BREAK	
10:15 - 11:30 AM	RESEARCH TALKS Speakers: Dr. John Dudgeon, Idaho State University Dr. Joel Green, Space Telescope Science Institute Dr. Julie Straight, Northwest Nazarene University Location: Bishop Barnwell	INDUSTRY PANEL: HOW TO FIND AND SUCCEED IN YOUR FIRST JOB Panelists: Michelle Rauer, Chobani Michelle Ross, St. Luke's Health System Location: Lookout Room
11:30 - 11:45 AM	BREAK	
11:45 AM - 1:45 PM	POSTER PRESENTATIONS AND BUFFET LUNCH LOCATION: Simplot Ballroom	
12:45 - 1:45 PM	*IDAHO DIVERSITY NETWORK MEETING Facilitator: Sarah Penney, Idaho NSF EPSCoR Location: *By invitation only	
1:45 - 2:00 PM	BREAK	
2:00 - 3:15 PM	GRADUATE SCHOOL — THE REAL STORY Moderator: Gregory Martinez, Boise State University Speakers: Student Panel Location: Bishop Barnwell	HOW TO TRANSLATE RESEARCH EXPERIENCE INTO JOB SKILLS Facilitators: Catherine Bates, Boise State University Dave Byers, J.R. Simplot Company Megan Boatman, Boise State University Location: Lookout Room
3:15 PM	CLOSING CEREMONY Speakers: Dr. William Hughes, Boise State University TITLE: THE MANY HATS OF SCIENCE Location: Jordan Ballroom D	
4:00 PM	PLANNING COMMITTEE BUSINESS MEETING Location: Foote Room	

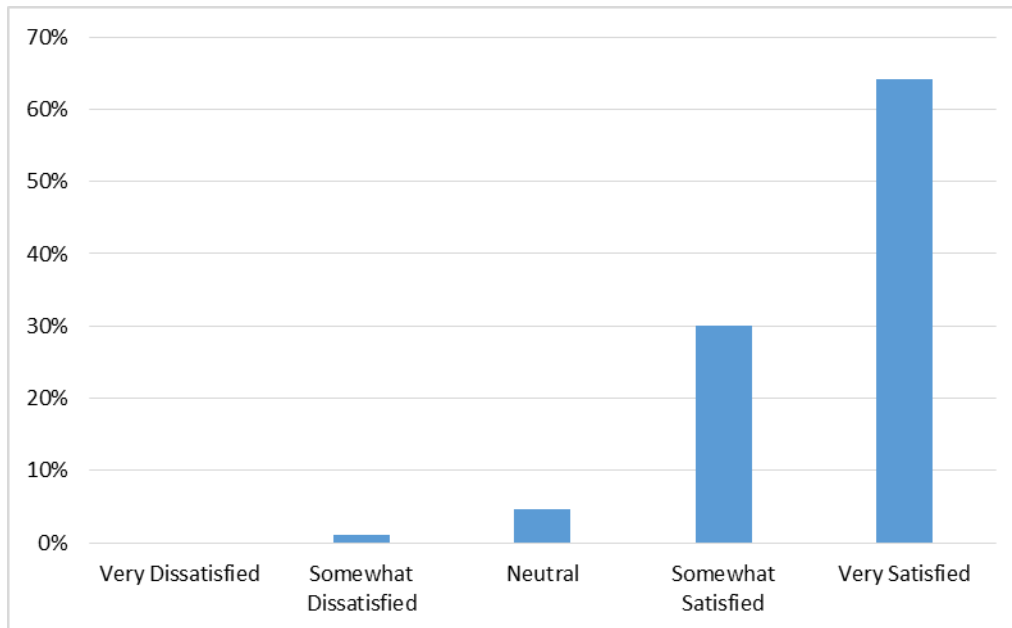
Idaho Conference on Undergraduate Research 2018

Survey Results

RESPONSE RATE: 57.4%

- 296 attendees
- 170 recorded responses
 - 159 completed surveys
 - 11 incomplete responses: All of these answered questions through, "Please select your role."

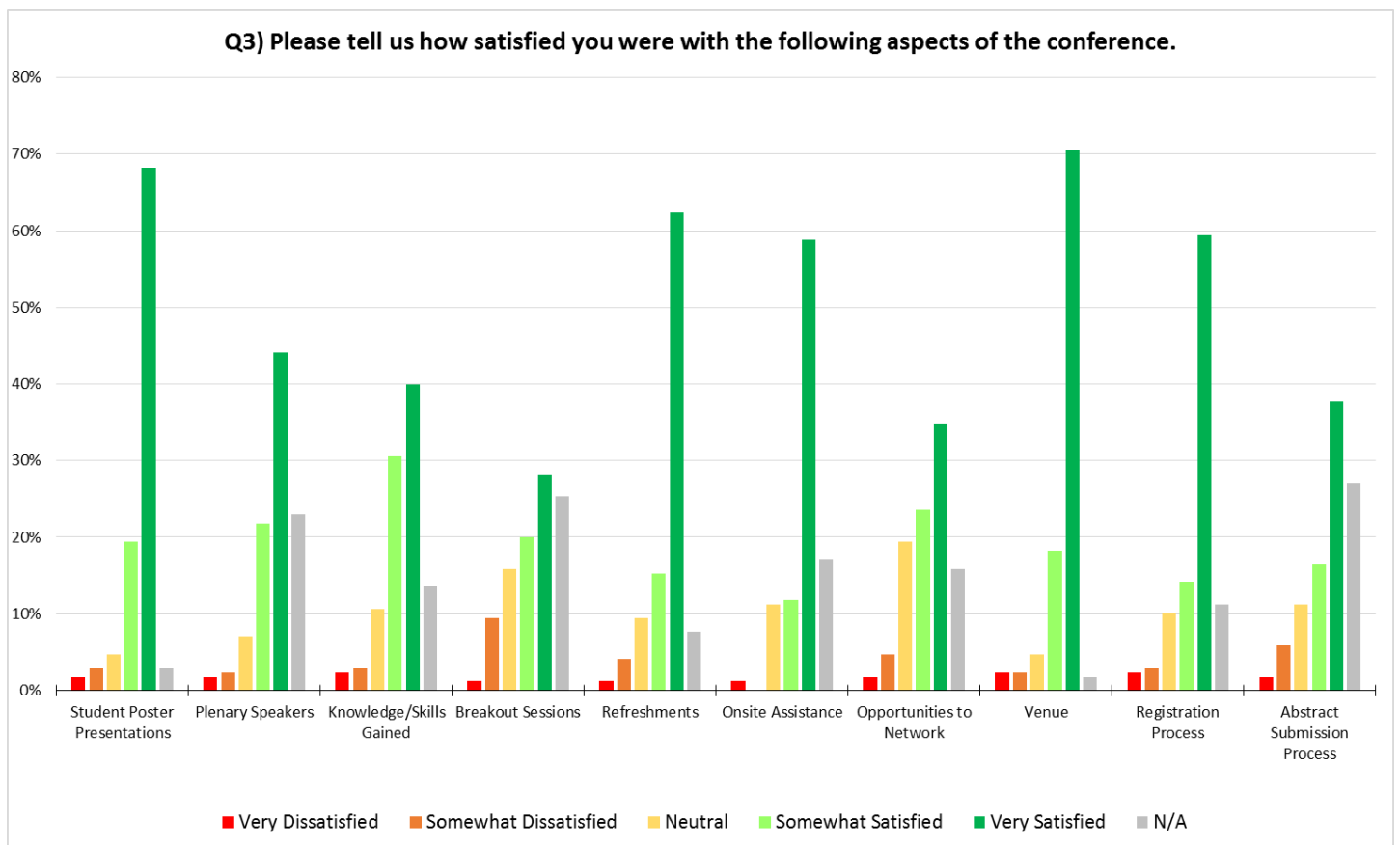
Q2) Please indicate your overall satisfaction with the 2018 Idaho Conference on Undergraduate Research.



Answer	%	Count
Very Dissatisfied	0.0%	0
Somewhat Dissatisfied	1.2%	2
Neutral	4.7%	8
Somewhat Satisfied	30.0%	51
Very Satisfied	64.1%	109
Total	100.0%	170

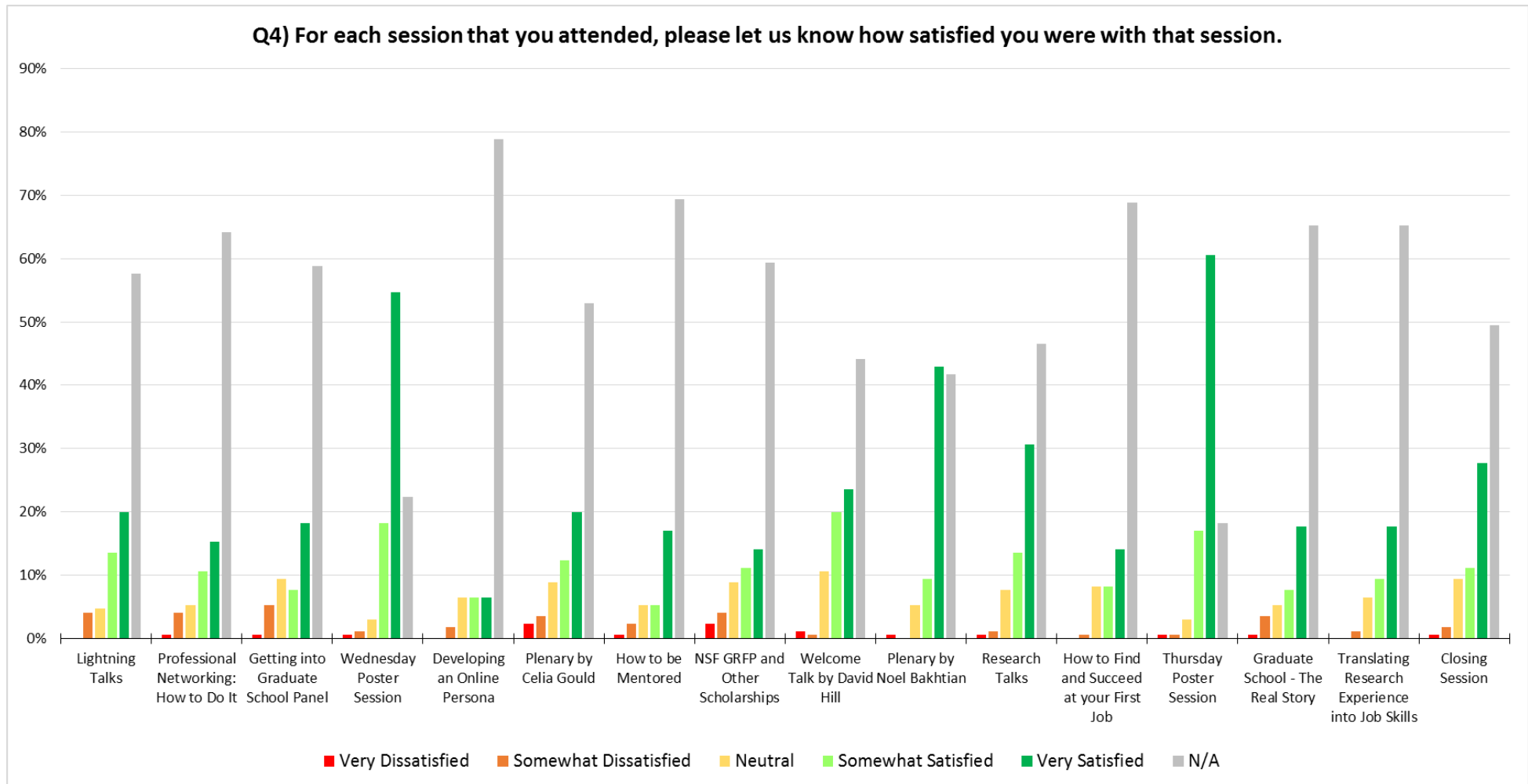
Q3) Please tell us how satisfied you were with the following aspects of the conference.

Aspect	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Student Poster Presentations	2%	3	3%	5	5%	8	19%	33	68%	116	3%	5	100%	170
Plenary Speaker	2%	3	2%	4	7%	12	22%	37	44%	75	23%	39	100%	170
Knowledge/Skills Gained	2%	4	3%	5	11%	18	31%	52	40%	68	14%	23	100%	170
Breakout Sessions	1%	2	9%	16	16%	27	20%	34	28%	48	25%	43	100%	170
Refreshments	1%	2	4%	7	9%	16	15%	26	62%	106	8%	13	100%	170
Onsite Assistance	1%	2	0%	0	11%	19	12%	20	59%	100	17%	29	100%	170
Opportunities to Network	2%	3	5%	8	19%	33	24%	40	35%	59	16%	27	100%	170
Venue	2%	4	2%	4	5%	8	18%	31	71%	120	2%	3	100%	170
Registration Process	2%	4	3%	5	10%	17	14%	24	59%	101	11%	19	100%	170
Abstract Submission Process	2%	3	6%	10	11%	19	16%	28	38%	64	27%	46	100%	170

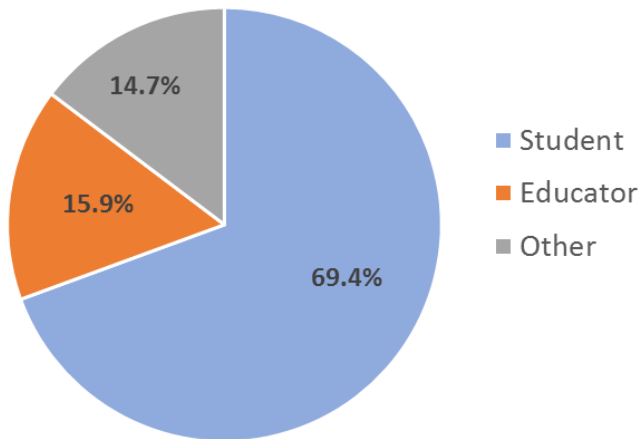


Q4) For each session that you attended, please let us know how satisfied you were with that session.

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
Session	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Lightning Talks	0%	0	4%	7	5%	8	14%	23	20%	34	58%	98	100%	170
Professional Networking: How to Do It	1%	1	4%	7	5%	9	11%	18	15%	26	64%	109	100%	170
Getting into Graduate School Panel	1%	1	5%	9	9%	16	8%	13	18%	31	59%	100	100%	170
Wednesday Poster Session	1%	1	1%	2	3%	5	18%	31	55%	93	22%	38	100%	170
Developing an Online Persona	0%	0	2%	3	6%	11	6%	11	6%	11	79%	134	100%	170
Plenary by Celia Gould	2%	4	4%	6	9%	15	12%	21	20%	34	53%	90	100%	170
How to be Mentored	1%	1	2%	4	5%	9	5%	9	17%	29	69%	118	100%	170
NSF GRFP and Other Scholarships	2%	4	4%	7	9%	15	11%	19	14%	24	59%	101	100%	170
Welcome Talk by David Hill	1%	2	1%	1	11%	18	20%	34	24%	40	44%	75	100%	170
Plenary by Noel Bakhtian	1%	1	0%	0	5%	9	9%	16	43%	73	42%	71	100%	170
Research Talks	1%	1	1%	2	8%	13	14%	23	31%	52	46%	79	100%	170
How to Find and Succeed at your First Job	0%	0	1%	1	8%	14	8%	14	14%	24	69%	117	100%	170
Thursday Poster Session	1%	1	1%	1	3%	5	17%	29	61%	103	18%	31	100%	170
Graduate School - The Real Story	1%	1	4%	6	5%	9	8%	13	18%	30	65%	111	100%	170
Translating Research Experience into Job Skills	0%	0	1%	2	6%	11	9%	16	18%	30	65%	111	100%	170
Closing Session	1%	1	2%	3	9%	16	11%	19	28%	47	49%	84	100%	170



Q5) Please select your role.

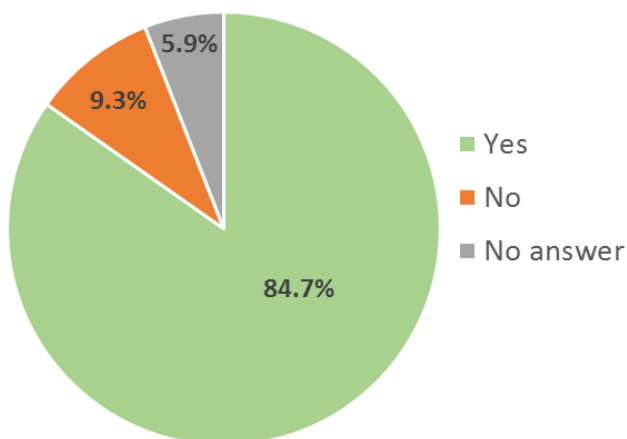


Answer	%	Count
Student	69.4%	118
Educator	15.9%	27
Other	14.7%	25
Total	100.0%	170

Q6) Other roles reported:

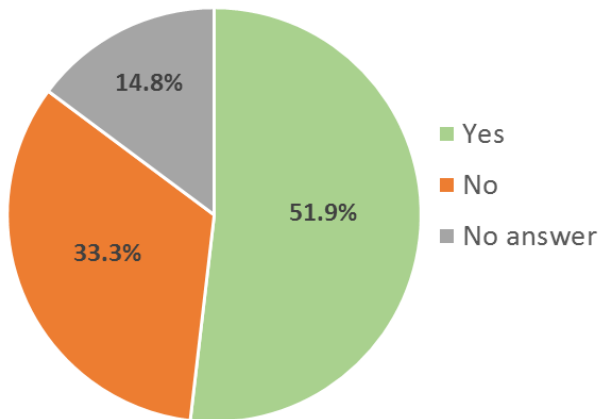
- Administrator
- Conference visitor
- Graduate mentor
- Graduate student
- ICUR committee member
- Invited speaker/panelist
- Mentor
- Parent
- Research funder
- Researcher
- Staff

Q7) Did you present a poster? (This question presented only to the 118 respondents who selected "Student" as their Role.)



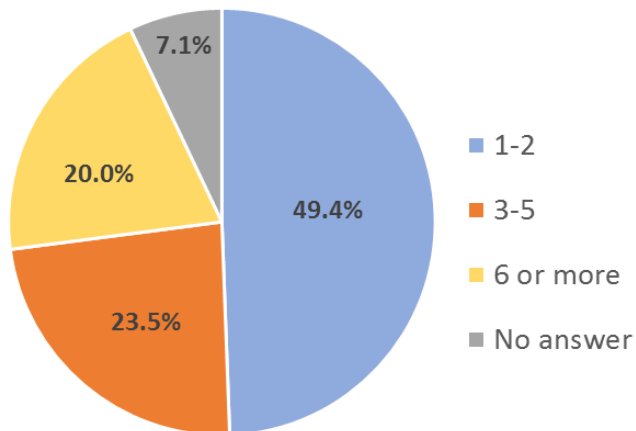
Answer	%	Count
Yes	84.7%	100
No	9.3%	11
No answer	5.9%	7
Total	100.0%	118

Q8) Were you a mentor of a student researcher who presented a poster? (This question presented only to the 27 respondents who selected "Educator" as their Role.)

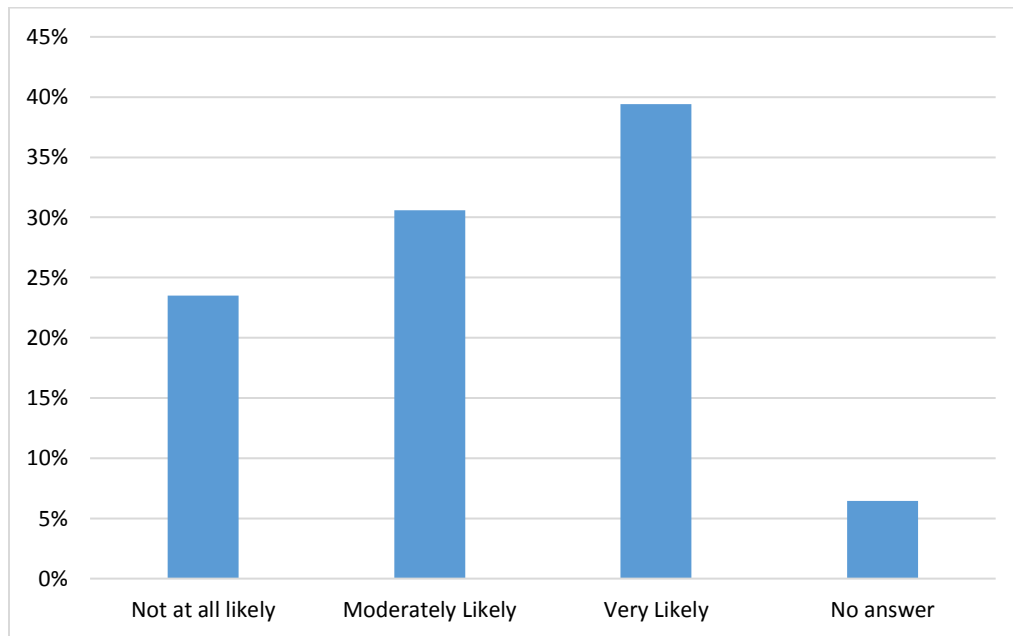


Answer	%	Count
Yes	51.9%	14
No	33.3%	9
No answer	14.8%	4
Total	100.0%	27

Q9) How many conferences (technical and professional conferences) have you attended including this one?



Answer	%	Count
1-2	49.4%	84
3-5	23.5%	40
6 or more	20.0%	34
No answer	7.1%	12
Total	100.0%	170

Q10) How likely are you to attend ICUR next year?

Answer	%	Count
Not at all likely	23.5%	40
Moderately Likely	30.6%	52
Very Likely	39.4%	67
<i>No answer</i>	6.5%	11
Total	100.0%	170

Q11) What were your greatest lessons or take-aways from the conference?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 141 respondents answered to this question; some mentioned more than one take-away. The sum of the category counts is 164.

The most often cited take-aways are:

- 1) Networking/interpersonal skills
- 2) How to present research/posters
- 3) Learn about students' research
- 4) Graduation school info
- 5) Learn about fields and types of research

A few criticisms were received and are indicated in red text.

CATEGORIES OF COMMENTS	COUNT
Networking/interpersonal skills	26
How to present research/posters	23
Learn about students' research	15

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 19, 2019

ATTACHMENT 6

Graduate school info	13
Learn about fields and types of research	13
Students' positive response to poster presentation experience	10
Career guidance	9
How to create a poster	5
Learn about educators' research	5
Learn about new opportunities	5
Not specified	4
Value of research	4
Common challenges	3
Learn about Idaho initiatives	3
Learn about research resources	3
Learn from industry professionals	3
Praise ICUR organization	3
Diversity of perspectives	2
Work hard/practice	2
Breakout sessions	1
Criticism: Choice of plenary speaker	1
Criticism: No take-aways	1
Criticism: Students engaged at poster sessions but not breakout sessions.	1
Criticism: Very little practical business solution research	1
How to better assist undergraduates with research	1
How to make the most of time as an undergraduate	1
Improving interview skills	1
Lightning talks	1
Need for greater faculty involvement	1
Need to consider demographics of attendees	1
Praise students and faculty	1
Time management	1

Q12) What changes in the ICUR would significantly improve the conference experience for you?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 80 respondents suggested a change; some made more than one suggestion. The total count of suggested improvements is 95. 90 respondents either did not answer this question or indicated they had no suggestions for improvement.

CATEGORIES OF COMMENTS	COUNT
Breakout sessions	43
Other logistics	17
Poster sessions	16
Conference talks	5
Networking	5
Abstracts	3
Discipline focus	3
Not specified	3
Total	95

Highlights:

- Breakout sessions:
 - 8 people suggested “better” (not specified) or more interesting sessions
 - 6 people suggested shorter sessions
 - 3 requested suggested the sessions should have more of a research focus
 - 3 respondents indicated the sessions need more preparation
- Poster sessions:
 - 3 respondents felt the poster sessions were too tight on space
 - 3 respondents said the sessions should be shorter
- Conference talks:
 - 3 people were displeased with the content by specific speaker(s)
- Other logistics:
 - 4 respondents mentioned better food
 - 3 respondents felt there was not enough time for lunch
- Networking:
 - 3 people suggested better/more networking opportunities
 - 1 asked for more higher education people with whom to network
- Abstracts:
 - 2 people felt the submission process is confusing
 - 1 respondent suggested a better revision process

- Discipline focus—conflicting suggestions were received:
 - 1 respondent disciplines other than hard science; 1 suggested the conference should be more accessible to non-STEM majors.
 - 1 respondent suggested more science content.

Suggestions by Category (sorted by the greatest number of mentions to the lowest):

CATEGORY > SPECIFICS	COUNT
<i>Breakout sessions</i>	43
Shorter sessions	6
Better talks/speakers - not specified	6
More research focus	3
Better preparation	3
More interesting sessions	2
Sessions were repetitive/had the same info	2
Speaker did not follow guidelines	2
Too much focus on graduate school; not enough on other programs	2
More content that is not available online	1
Panel with mentors and mentees	1
More undergrad focus	1
More diversity of content	1
Have concurrent sessions for faculty/mentors	1
More diversity of speakers	1
More seats/different arrangement in breakout sessions	1
Better/more networking opportunities	1
Panel size too large	1
Did not appreciate content of specific speaker	1
Panels were not useful	1
Disorganized	1
Have more higher ed people available for networking	1
More options	1
Funding opportunities	1
More equity and inclusion issues content	1
More info about specific grad schools opportunities	1
<i>Other logistics</i>	17
Better food	4
Not enough time for lunch	3
Better communication of registration process	2
Market to public	1
Have concurrent sessions for faculty/mentors	1
Better online organization	1
More content that is not available online	1
Better signage	1
Send reminders of deadlines and conference dates	1
Better/more communication of sessions and details before conference begins	1
Change dates of conference	1

Poster sessions	16
Shorter sessions	3
Too tight on space	3
Better arrangement for visibility	2
Organize by subject	1
Better preparation	1
Organize so presenters have the opportunity to see other poster presentations from the same day	1
Too loud	1
Disorganized	1
Better/more networking opportunities	1
More faculty available for feedback	1
More time to present	1
Networking	5
Better/more networking opportunities	3
Have set time to talk to speakers	1
Have more higher ed people available for networking	1
Conference talks	5
Did not appreciate content of specific speaker	3
Speaker did not follow guidelines	1
Add high school focus	1
Not specified	3
More social science, less STEM	1
(blank)	1
Need for greater faculty involvement	1
Abstracts	3
Submission process is confusing	2
Better revision process	1
Discipline focus	3
Include disciplines other than hard science	1
More science content	1
Make accessible to non-STEM majors	1

FY 2019 Allocation of HERC Funds

	Total	Proposed
	\$4,163,200	Allocation
HERC IGEN		2,066,500
Infrastructure Funds		950,000
Matching Grants (EPSCoR Match)		800,000
Incubation Fund		0
Undergraduate Research		344,000
Administrative Costs		2,700
Total	\$4,163,200	
Balance		\$0
<hr/>		
IGEM Funds		\$0
BSU	IGEM19-02	\$666,500
ISU		\$0
UI	IGEM17-01, IGEN 19-01	\$1,400,000
LCSC		\$0
Transfer to Targeted Research		\$0
Total IGEN		\$2,066,500
<hr/>		
Research Infrastructure Funds		
BSU		\$250,000
ISU		\$250,000
UI		\$250,000
LCSC		\$200,000
Total Infrastructure		\$950,000
<hr/>		
Matching Award Grants		
NSF-EPSCoR (Managing Idaho's Landscapes for Ecosystem Services - \$20M)		\$800,000
(2013 - 2018)		
Total Matching Grants		\$800,000
<hr/>		
Targeted Research		
Idaho Incubation Fund (7th round)		
BSU		\$0
ISU		\$0
UI		\$0
Transfer in		
Total Targeted Research		\$0
<hr/>		
Undergraduate Research		
One-time pending recommendation		\$107,000
Undergraduate Research		\$237,000

Total Undergraduate Research

\$344,000

Administrative Costs

FY19 Administrative Costs

\$2,700

Total Administrative Costs

\$2,700

Total Budget / Allocation

\$4,163,200

NOTES

IGEM17-001

**Security Management of Cyber Physical Control Systems
July 1, 2018 thru December 31, 2018
Final Mid-Year Report**

University of Idaho
College of Engineering

**Higher Education Research Council
Idaho Global Entrepreneurial Mission Program
Mid-Year Report**

Grant Number IGEM17-001

Security Management of Cyber Physical Control Systems

January 15, 2019

The third and final mid-year report of a three-year project, July 2016-June 2019

University of Idaho, College of Engineering

Project Director and PI: Larry Stauffer, Dean

Co-PI's: Fredrick Sheldon, Professor, Computer Science
Brian Johnson, SEL Endowed Chair, Electrical & Computer Engineering
Michael Haney, Assistant Professor, Computer Science
Daniel Conte de Leon, Assistant Professor, Computer Science

Executive Summary

Cyber-attacks and intrusions are nearly impossible to reliably prevent given the openness of today's networks and the growing sophistication of advanced threats. Knowing the vulnerabilities is not adequate, as the evolving threat is advancing faster than traditional cyber solutions can counteract. Accordingly, the practice of cyber security should focus on ensuring that intrusion and compromise do not result in business damage or loss through more resilient solutions. We are creating a platform to facilitate and build complementary and multidisciplinary R&D capabilities to address these pressing problems. Our platform will incubate innovative products and services for safeguarding cyber physical control systems (CPCSs) that are ubiquitous and underpin key sectors of our economy. Early participation of industry will aid in vetting promising technologies. Better methods for assessment combined with more resilient systems design will safeguard against potentially immense economic impact currently being faced by Idahoan stakeholders.

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Security Management of Cyber Physical Control Systems

July 1, 2018 thru December, 31, 2018

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1 Summary of Project Accomplishments and Plans

This report presents the activities, accomplishments, and current status of the project titled “Security Management of Cyber Physical Control Systems.” They are presented under the *four objectives* listed in our original project plan. We are mid-way through the third and final year (July 1, 2018 - December 31, 2018) of this three-year project.

1.1 Objective 1: Strengthen our capacity by adding key faculty and enhancing laboratories

In this third year of the project we have been able to add two new faculty members to the two we hired in year one. The hiring took longer than originally planned due to a very competitive job market for cyber security faculty. We have made substantial progress especially on deploying the new video technology infrastructure, continued laboratory enhancement projects, additional industry collaborations, producing research results, and planning for the post-grant period. A summary is as follows:

1.1.1 Faculty Searches

Our work plan called for the hiring of four faculty members to work in the area of cyber physical systems, two in electrical engineering and two in computer science. We planned to hire three in year one and one in year two of the project. We had a failed search for one of the positions last year but now all four positions are filled.

Our first hire was Yacine Chakhchoukh, a new assistant professor in Electrical and Computer Engineering is an expert in signal processing with experience in power systems cyber security operations. He earned a PhD in 2010 from Paris-Sud XI University/Superior School of Electricity, Supélec (Paris, France) with highest honors. Prior to joining the UI he was an assistant professor at the Tokyo Institute of Technology. He is located in Moscow.

Our second hire was Dakota Roberson. Dr. Roberson earned a PhD in Electrical Engineering from the University of Wyoming in 2017. During his studies, he was also a half-time intern for Sandia National Laboratories. Being located in our program in Idaho Falls is an excellent fit for his national laboratory background and is already helping us in our work with the Idaho National Laboratory. His area of expertise is in wide-area damping control to impact the effects of asymmetric time delay in geographically disparate locations, impact on coupling due to sensor/output collocation issues and forced oscillations in the wide-area damping control environment. These situations matter because grid operators consider all these limitations as they develop control systems to be implemented in their jurisdiction. However, sensor/output collocation disparities may limit their ability to ever implement the control.

As a result of a national search we made our third hire for the project, Jia Song. Dr. Song’s research focuses on cybersecurity, high assurance computing systems, and security policy design. She was a member of team CSDS, for the DARPA Cyber Grand Challenge, an international competition in automated binary vulnerability analysis and repair. Building all the tools from scratch, the team was able to qualify as one of the seven finalist teams for the August 2016 competition. As security is a concern in many different areas, Dr. Song is collaborating with researchers in other fields, such as cyber physical systems, and sociology, to provide her knowledge of cybersecurity into multidisciplinary research. She is supporting an NSF research project on securing smart power grids under data measurement cyber threats. Dr. Song was also involved in an NSA project to develop a collection of cybersecurity learning modules which include teaching materials and student laboratory exercises. This curriculum is being shared among universities and government agencies to provide education on cybersecurity.

Continuing last year’s failed search, we have recently hired Constantinos Kolias for Computer Science in Idaho Falls. Dr. Kolias was most recently an Assistant Research Professor in the CS Department at George Mason University in Virginia, which he joined in 2014. His main research interest revolves around security and privacy for the Internet of Things (IoT). He is also active in the design of intelligent Intrusion Detection Systems (IDS) with a special interest in privacy preserving distributed IDS. In 2015 he created and released the first wireless dataset specifically intended for research in

wireless security, namely the AWID dataset. Today, AWID has been downloaded and used as a benchmark by hundreds of organizations and universities. Currently, he is developing non-intrusive, remote malware detection tools and techniques for IoT systems, based on involuntary side-channel emanations (e.g., electromagnetic emissions from the CPU and power consumption of the device) and is investigating the applicability of blockchain-based authentication methods in the IoT realm.

1.1.2 Graduate Students

Four graduate students worked as research assistants under the project: Ananth A. Jillepalli, Ibukun Oyewumi, Andrew Miles, and Maadhavi Sathu. We briefly describe the research work performed by each of these students below. Subsections 1.3.3 and 1.3.4 list the publications that have resulted from the research performed by these graduate students and faculty in the project.

1. Graduate student Ananth Jillepalli is pursuing a doctorate in Computer Science. Jillepalli is completing the development of the High-level and Extensible System for Training and Infrastructure risk Assessment (HESTIA) for Cyber-Physical Control Systems (CPCS). Identifying vulnerabilities in a critical infrastructure can be challenging without a high-level security policy specification. Yet knowing the security policy specification is not enough to eliminate vulnerabilities. Knowledge of possible attacks and respective defense measures are also needed to secure critical infrastructure. HESTIA is a holistic systems and behavioral modeling process and tool-set. A primary approach of HESTIA is to enable Cyber-physical Control System (CPS) engineers to model their system, behaviors, and security capabilities, or lack thereof, using an adversarial-based approach. The goal of HESTIA is enabling scalable and incremental system modeling for cybersecurity risk assessment and optimal system and device hardening strategy determination.

2. Graduate student Ibukun Oyewumi is pursuing a Master's degree in Computer Science. He is co-advised by Yacine Chakhchoukh and Daniel Conte de Leon. During the Fall 2018 semester Oyewumi worked on the design and development of the control system and cyber portions of the Power Laboratory component of the ISAAC ICS Testbed and also the network interconnection between the ICS Testbed laboratories.

3. Graduate student Andrew Miles is pursuing a Doctorate in Electrical Engineering. Miles is working on research toward the implementation of robust state estimators for power systems this past semester. Robust estimators provide resistance against cyber-attacks. He began the semester by continuing his education on data analytics and estimation theory. He has also worked in parallel in software programs such as MATLAB and Python to test new algorithms. The new algorithms learned (GM/MM/S/Tau) estimators are being further implemented in a power system software OpenDSS to show feasibility studies for real world applications. The power systems Lab equipped with the RTDS is very useful for the real-time evaluation of the developed algorithms.

4. Graduate student Maadhavi Sathu is pursuing a Master's degree in Electrical Engineering. Sathu is working on a Power Swing Blocking Scheme for Power System Disturbances with the Integration of Renewables. Power systems operate close to their nominal frequency under steady state conditions. During the power system disturbances like faults, line switching, loss of load, generator disconnection results in sudden change to electrical power, whereas the input mechanical power to generator remains constant. These disturbances cause oscillations in machine rotor angles which results in severe power flow swings. Based on the severity of the power system disturbance, system can remain stable and return to equilibrium state which is referred as stable power swing, on the other hand if there are severe system disturbances there will be a large separation of generator rotor angles, large power swings, large fluctuations of voltage and currents and results in loss of synchronization between generators which is referred as unstable power swing. Large power swings either stable or unstable causes unwanted relay operations at different locations which can cause major power outages or power blackouts. In modern digital relays, power swing blocking (PSB) function is available in distance relays to prevent unwanted distance relay element operation during power swings by differentiating between faults and power swings. Most PSB elements are based on traditional methods which monitors the rate of change of positive sequence impedance such as Conventional Blinder Schemes. The required settings for PSB scheme are difficult to calculate in many applications, particularly those where fast swings can be expected. One such application is integration of renewables such as Wind Generation, Photo-Voltaic Generation with the existing power system models where fast swings are expected which can't be detected with the existing methods. A new method has to be developed in order to detect the fast swings which could prevent unwanted relay operation. Application of these methods will be demonstrated using power system modeled on a Real Time Digital Simulator (RTDS).

1.1.3 Laboratory Enhancements

In our proposal we projected to enhance equipment and make capability and facility improvements. In the original proposal we planned to use the existing space dedicated to the Power Laboratory (PowerLab) and just enhance the equipment in it. But we took advantage of an opportunity presented by the Murdock Foundation to invest an additional \$285,000 of their funding plus an additional \$200,000 of other funding invested in Coeur d'Alene to create a distributed Industrial Control Systems (ICS) Testbed with locations in Moscow, Idaho Falls, and Coeur d'Alene. Below we briefly describe the purpose and the progress on designing, installing, or upgrading each of the components of the ICS Testbed.

The Testbed will enable research and development of novel and secure techniques and algorithms for securing today and tomorrow's Power Grid (PG) along with other types of Industrial Control Systems (ICS). Its major advantage is that it will enable researchers and engineers to perform and collaborate on ICS-specific cybersecurity research, development, and testing on a system that closely resembles current distributed critical infrastructure cyber-physical control systems. It will expose hardware-in-the-loop simulation, enable the capture and use of real operational data, integrate current and future components of the power grid and other industrial control systems, and enable realistic attack-defend scenarios for research, evaluation, and testing. The Testbed includes a Real Time Digital Simulator (RTDS) for enhanced power system transmission and distribution system simulation capabilities. We are evaluating options for making the Testbed available from non-UI locations such as BSU. This capability will significantly enhance our ability to demonstrate (in-situ) advanced Power Grid and Industrial Control Systems cybersecurity technology to Idaho industry partners.

The Testbed is planned to connect the following five laboratories to create a distributed cybersecurity control systems and smart grid testbed unique in the Northwest.

A: The Power Laboratory in Moscow, Idaho.

B: The RADICL-Moscow Cybersecurity laboratory in Moscow, Idaho.

C: The SCANVILLE Analytics and Visualization Laboratory in Moscow, Idaho.

D: The RADICL-Idaho Falls Cybersecurity laboratory in Idaho Falls, Idaho.

E: The Industrial Control Laboratory in Coeur d'Alene, Idaho.

Enhancements to laboratories A, B, and C are well under way and will be completed soon. Equipment for the laboratories in Coeur d'Alene and Idaho Falls will be installed in February 2019.

The most significant accomplishment with respect to laboratory enhancements is the expansion of the Power Applications Laboratory (PowerLab) in Moscow. This laboratory underwent a major expansion from about 1,500 sq.ft. to 2,200 sq.ft. (Figure 1). The increased scope and capability of this change has come with a cost, in that the enhancements have taken about a year longer than we originally anticipated. However, this is a justified price to pay for the benefit we are gaining.

The space for the PowerLab section of the ICS Testbed was remodeled and completed the end of November, two months behind schedule because of asbestos abatement in the new space. We have worked with the Schweitzer Engineering Laboratory (SEL) Engineering Services Division to design this portion of the ICS Testbed for performing research on cybersecurity of power and industrial control systems. A contract was given to Schweitzer Engineering Laboratories for the industrial control equipment and RTDS upgrade. The equipment started to arrive in December 2018, as shown in Figure 2. The existing RTDS and associated amplifiers were moved to the PowerLab and test equipment was connected to the RTDS as shown in Figures 3-6. The upgraded RTDS equipment is shown in Figure 7, with the new RTDS NovaCor rack at the left. The existing rack was supplemented with additional processor cards donated by Schweitzer Engineering Laboratories.

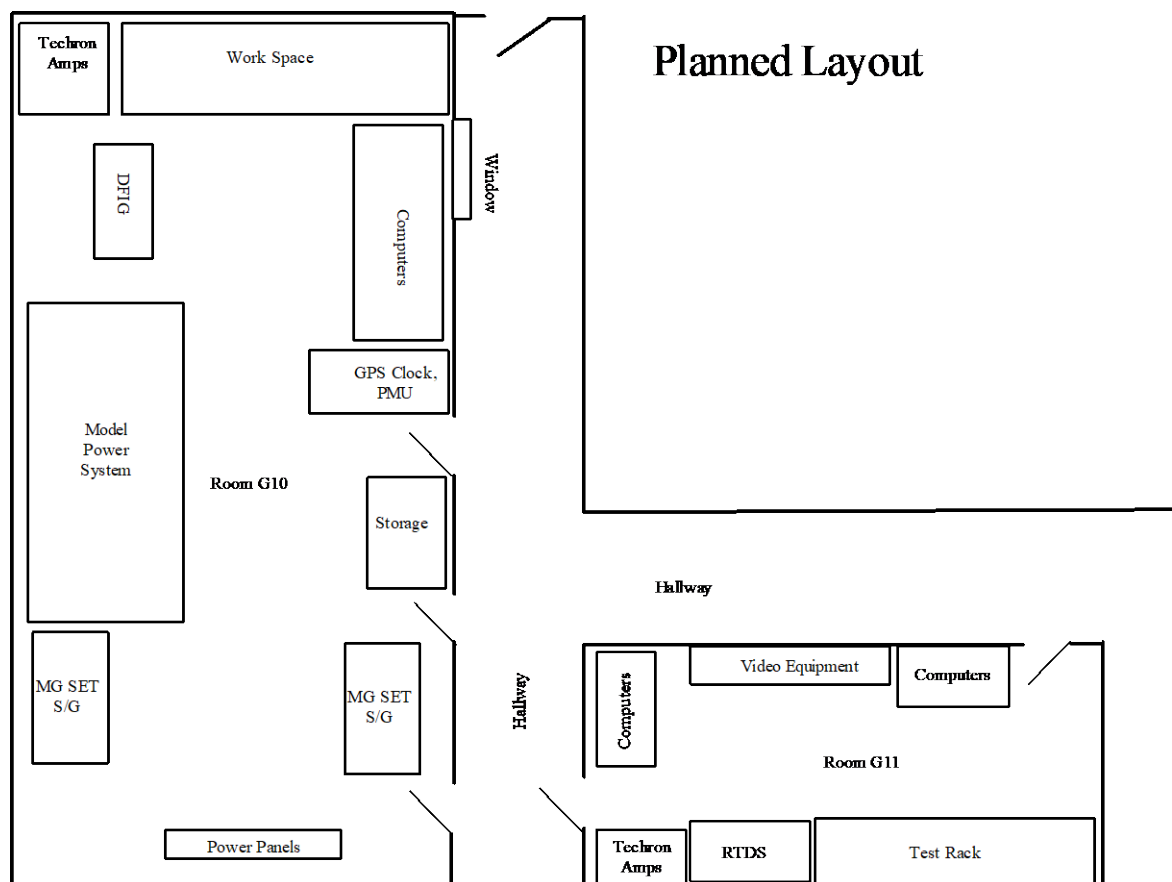


Figure 1: Illustration of the Power Systems Laboratory (PowerLab) Expansion.



Figure 2: Amplifiers moved and installed in the new PowerLab space.



Figure 3: Some of the test equipment for the expanded PowerLab along with new equipment racks.



Figure 4: Some of the test equipment for the expanded PowerLab along with new equipment racks.



Figure 5: RTDS, some of the test equipment racks and power amplifiers in the remodeled PowerLab space



Figure 6: Some of the test equipment for the expanded PowerLab along with new equipment racks (each rack will simulate a complete power substation's control).



Figure 7: PowerLab Component of the ICS Testbed with the addition of the new RTDS NovaCor rack (to the left).

B: ICS Testbed: RADICL Cybersecurity Lab:

The RADICL cybersecurity laboratory is the Reconfigurable Attack-Defend research and Instructional Computing Laboratory. This laboratory enables students and researchers to perform cybersecurity experiments in a controlled and isolated environment. Under the planned laboratory enhancements, we are enhancing the cybersecurity, computing, and analysis capabilities of this laboratory and integrating them into the ISAAC industrial control systems cybersecurity testbed.



Figure 8: Students working in the RADICL Cybersecurity laboratory before its renovation under this project.

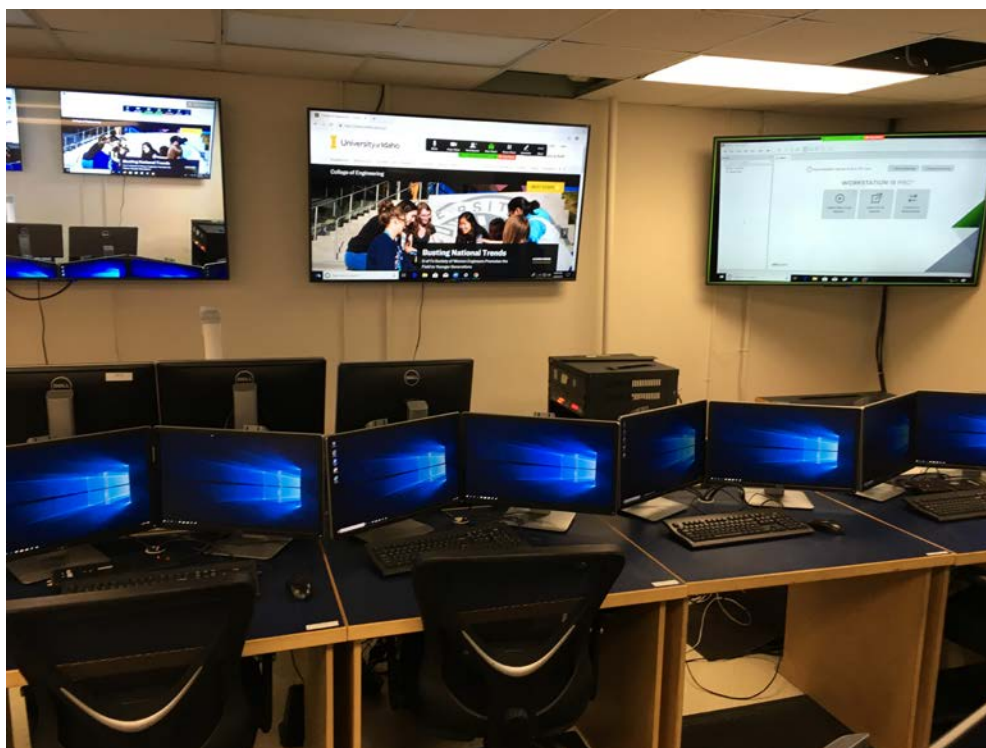


Figure 9: The RADICL Cybersecurity laboratory after its renovation during the Fall of 2018.

SCANVILLE: Securing Cyberphysical systems ANalytics, Visualization, IoT, and machine Learning Laboratory of Enquiry - A new component if the ICS Testbed.

This laboratory will be used to perform research on the architecture, design, implementation, and evaluation of systems for improving the cybersecurity of cyber-physical control systems, information technology (IT) and operational technology (OT) network and software systems, and Internet of Things (IoT) systems. This research includes, among other related activities, the architecture, design, implementation, testing and evaluation of software and combined hardware and software systems for analysis, machine learning, visualization, intrusion detection and avoidance, integration and testing including attack-defend scenarios, of networked digital systems with the purpose of improving the cybersecurity of said or related systems. This laboratory will also be connected to the Idaho Cybersecurity testbed through a dedicated high-speed fiber network.

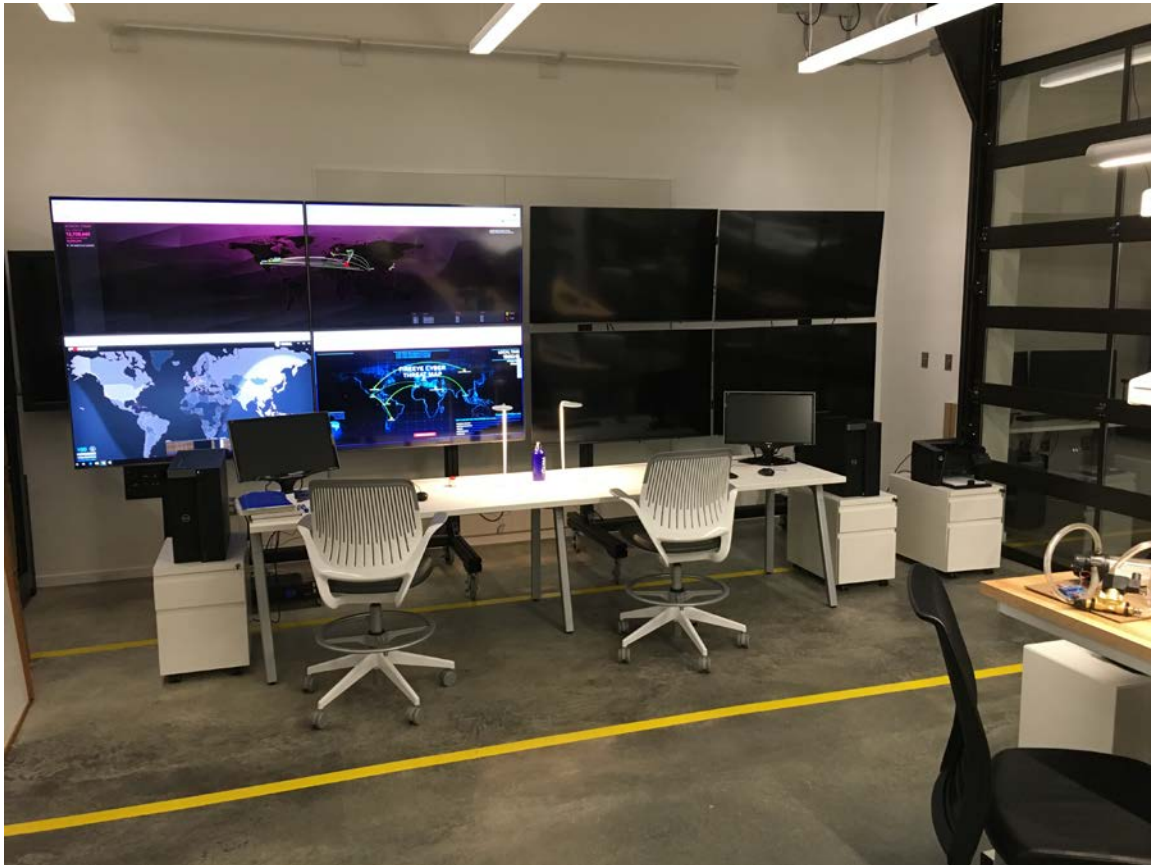


Figure 10: The SCANVILLE Screen Wall (each screen is a 55 inch 4K high definition TV).

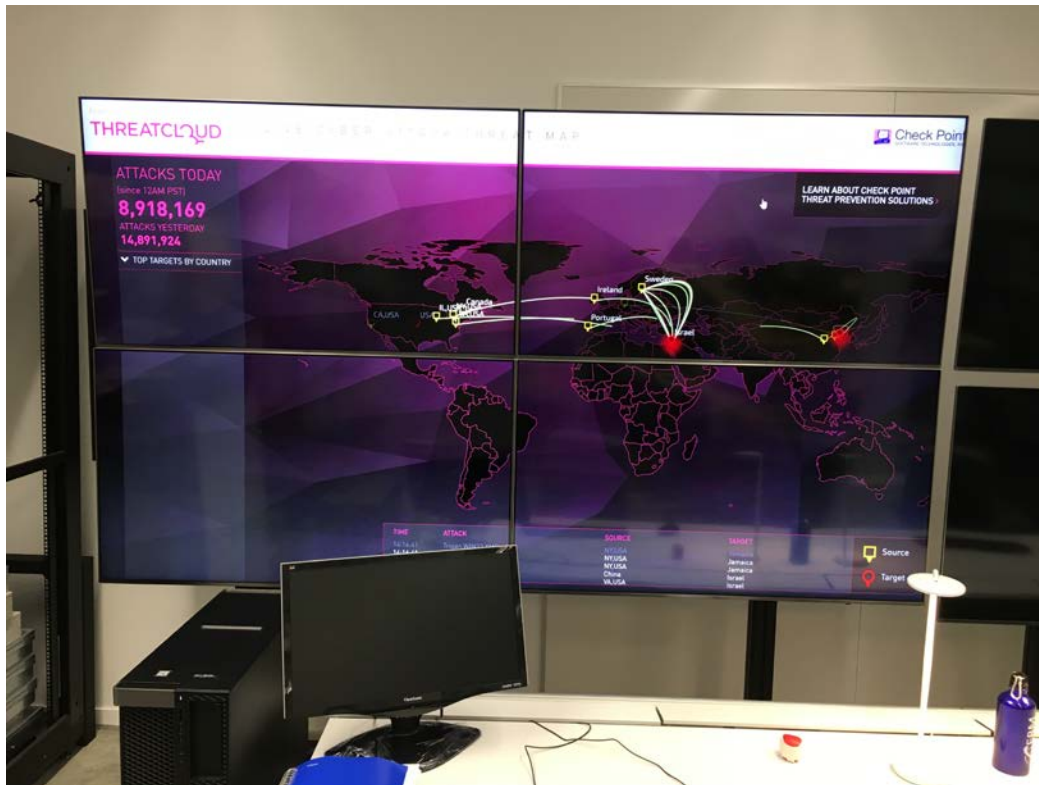


Figure 11: The SCANVILLE Screen Wall - Close Up.



Figure 12: The SCANVILLE Workstations.

We are currently developing the nodes in Idaho Falls and Coeur d'Alene through a contract with Ameresco Inc. Each installation will have an identical Human Machine Interface (HMI) and control system. These are specified as:

1. Single Wonderware HMI running windows OS PC using a virtual machine.
2. (3) PLC supporting Modbus and DNP3 Ethernet protocols from HMI to PLC
 - a. AB 1400 PLC- DNP3.0
 - b. Automation Direct Dumore BRX PLC- Modbus
 - c. Productivity 1000 PLC includes IO simulator
3. Small OIT terminal to read and write variables to PLC's.
4. Network switches and video hubs to extend application to a training video monitor touch screen.
5. Power hub for Ethernet
6. BOX PC with hosted virtual MS OS for Wonderware SCADA HMI
7. All programing development software to be included on BOX PC
8. Kobalt workbench for above stated equipment to be mounted- with caster wheels

The assets that are controlled by this system will be different in both locations. In Idaho Falls the security asset to be controlled will be related to a nuclear reactor. In Coeur d'Alene the security asset to be controlled will be a robotic manufacturing system. In both cases the plan is to integrate these devices into the IDC cybersecurity testbed.

Figure 9 shows a similar system currently being assembled at the vendor facility. Installation is scheduled for late-September. One of the benefits of this system is the flexibility it provides with the Wonderware software platform. Wonderware is the current industry standard.



Figure 13: Kobalt workbench with HMI and PLC for Asset.

1.2 Objective 2: Strengthen collaboration with Idaho industry and Idaho Universities

Our team had numerous on-going and one-time collaborations with industry and other universities. Some of these collaborations are listed below.

1. Brian Johnson has had weekly meetings with Craig Rieger and Tim McJunkin from the INL related resilient control of critical infrastructure. Efforts included:

(a) Ongoing research project as part of DOE Grid Modernization Lab project related to resilience metrics for power distribution systems, which ended September 2018.

(b) Collaboration on an ongoing LDRD proposal related to cybersecurity for industrial control systems, with collaboration from Virginia Commonwealth University. UI funding for year three was increased by \$31,000 over the original budget.

(c) Collaboration course ECE 469/569: Resilient Control of Critical Infrastructure with collaboration between UI, ISU, WSU, UNR, and INL along with some interaction with Naval Post Graduate School, Weber State University, and Boise State University. Yacine Chakhchoukh coordinated the class from the UI this year.

(d) Helped organize a Resilient Controls track for the IEEE Industrial Electronics Society Annual Meeting (IECON), October 21-23, 2018 in Washington DC. Brian arranged for Scott Manson from Schweitzer Engineering Laboratories to be an invited keynote speaker for the track.

2. Brian Johnson and Dakota Roberson had monthly meetings with engineers from ABB Corporation Corporate Research, University of Illinois, Argonne National Lab and Bonneville Power Administration as part of a project addressing cybersecurity for HVDC transmission systems. They also participated in the DOE Cybersecurity for Energy Delivery Systems (CEDS) Peer Review meeting in Washington DC in November 2018 as part of this project.

3. Dakota Roberson and Brian Johnson coordinated an article titled "Improving Grid Resilience Using HVDC" which had contributors for Argonne National Laboratory, University of Illinois Urbana-Champaign and support from ABB. The article was an invited contribution a special issue of IEEE Power and Energy Magazine.

4. Brian Johnson and Yacine Chakhchoukh have been investigators on a project with Avista Corporation looking at non-wire solutions that use sensors and controls to alleviate the need for new transmission lines to improve reliability of power systems at a lower cost. That project ended in August 2018.

5. Yacine Chakhchoukh, Daniel Conte de Leon, and Brian Johnson have been investigators of a project with Avista Corporation looking at developing a secure framework for transactive energy trading at the power distribution level.

6. Brian Johnson was invited to participate in a US DOE Peer Review on the "Future State of Protective Relaying," July 18-19, Oak Ridge National Lab.

7. Brian Johnson and Maadhavi Sathu had weekly meetings with researcher from INL, Oregon State University and industry advisors as part of a project to develop a white paper for the US DOE setting research needs related protective relaying systems.

8. Brian Johnson was advisor for four industry sponsored senior design teams in the fall semester, one sponsored by Avista, one by Schweitzer Engineering Laboratories and two related to developing power lab capabilities related to this grant.

9. Daniel Conte de Leon was advisor for one senior design team during the Fall 2018 semester. This team is working on developing 3D visualization techniques with the objective of visualizing complex industrial control systems.

10. Daniel Conte de Leon was customer for a student building a Faraday Cage to enable research and instruction on wireless IoT and control system devices.

11. Jia Song attended the research and collaboration meeting with SEL to discuss possible collaborations on computer science and security related research topics. (Nov 29, 2018)

12. Michael Haney was selected for a fourth consecutive year to hold a Joint Appointment with the Idaho National Laboratory, maintaining a strong working relationship with the Cybercore Integration Center under the National & Homeland Security division.

13. Michael Haney and Dakota Roberson were selected to support the INL's Cybercore Integration Center strategic planning meeting, representing UI along with Janet Nelson, VPR, Brad Ritts,

Associate VPR, and John Russell, UT's Associate Director of the Center for Advanced Energy Studies (CAES).

14. Michael Haney, Dakota Roberson, and Frederick Sheldon were each selected to receive a Summer Faculty award by the Center for Advanced Energy Studies (CAES) in July and August of 2018 in Idaho Falls.

15. Michael Haney was selected to serve on ISU's search committee for their new cluster hires in cybersecurity, data science, and electrical engineering for the ISU Polytechnic in Idaho Falls.

16. Michael Haney continues to serve on the Advisory Board member, Energy Systems Cyber-Physical Security program, Energy Systems Technology and Education Center (ESTEC), Idaho State University.

17. Michael Haney was invited to speak at the first BSides Idaho Falls cybersecurity conference and presented his work on developing open sourced threat intelligence in September 2018. He has now joined the BSides Idaho Falls advisory board to plan the second and future open security conferences in eastern Idaho.

18. Michael Haney was invited to speak at the Tulsa Cyber Summit, sponsored by the University of Tulsa and the George Kaiser Family Foundation to be held in March 2019 in Tulsa, Oklahoma. There he will present his ongoing research in the methods for preserving privacy in pervasive networking monitoring and large-scale surveillance.

19. Michael Haney was recently invited to join an (ISC)² task force for updating the Common Body of Knowledge and the exam for the Certified Information Systems Security Professional (CISSP) exam.

20. Michael Haney continues to direct the Nuclear Cybersecurity Working Group within CAES, cultivating university and industry connections across the state of Idaho, across the nation's nuclear sector, as well as with the International Atomic Energy Agency (IAEA).

1.3 Objective 3: Foster technology transfer and commercialization through technology incubation

During the first half of this third year we have had several proposals funded and others submitted for research in this area:

1.3.1 Funded Project Proposals

B.K. Johnson, "Supplement to Resilient Scalable Cyber State Awareness of Industrial Control System Networks to Threat: Power System Design and Testing," Idaho National Laboratory, January 2019 - September 30, 2019, \$31,000.

B.K. Johnson and J. Alves-Foss, "REU Supplement for: Small: Securing Smart Power Grids Under Data Measurement Cyber Threats", Syracuse University (subcontract of NSF funding). January 1, 2019 - June 30, 2019, \$7,999.

A.Zadeghol, H. Lei and B.K. Johnson, "Air-core Reactor Inter-turn Fault Detection, using Magnetic Field Sensors" Schweitzer Engineering Laboratories, \$139,221.94.

B.K. Johnson, "Protective Relay Study," Idaho National Laboratory, August 1, 2018-November 30, 2018, \$10,000.

Y. Chakhchoukh, D. C. De Leon, H. Hess, B. Johnson, H. Lei and A. Daffin, "Designing and Evaluating an Energy Trading System for Prosumers", Avista Corporation, August 1, 2018 - September 1, 2019, \$89,771

Smart Grid Resiliency Seed Funding from Center for Advanced Energy Studies (CAES) at Idaho National Laboratory to provide UI CS/ECE support to engage INL, BSU, ISU and Univ. Wyoming in Larger Scale Extramural Bid, Submitted Feb. 13, 2018 to CASE, provides \$30,000 (six months) to the UI Computer Science (CS). PI F.T. Sheldon, Co-PIs: Michael Haney, Yacine Chakhchoukh, Zouheir Rezki, Paul Titus [INL] and John Stubban [BSU] and Others; Purpose: Develop larger scale proposal to DOE/NSF during CY 2018 (see DE-FOA-0001897 Building EPSCOR-State/National Laboratory Partnerships)

1.3.2 Funding Proposals Submitted and Under Review

B.K. Johnson, "Tool for auto-generation of dynamic zone selection logic for busbar protection," Schweitzer Engineering Laboratories, January 2019-December 2018, \$98,187.

J. Song, "CRII: SaTC: Automating Fuzzing Based on Grammar Detected from User Input", National Science Foundation, May 2019 – May 2021, \$174,999.

J. Alves-Foss, J. Song, "Automated Vulnerability Detection and Repair", DHS, May 2019-April 2022, \$910,484.80.

M. Haney, "GenCyber: Bringing the GenCyber Experience to Eastern Idaho," National Security Agency, May – September 2019, \$99,870.

R. Christensen, M. Haney, et al. "2019 NEUP Infrastructure: Developing a NuScale Simulator for Multi-Institutional Research of Small Modular Reactors", Department of Energy Nuclear Engineering University Program, October 2019, \$285,763.01.

M. Haney, et al, "2019 NEUP NE-1: Analysis and Design of Future Digital Instrumentation and Control in Gen IV Nuclear Power Plant Control Rooms", October 2019, \$798,700.

1.3.3 Publications: Published or Accepted

J.M. Sotelo, J. Guitierrez, B.K. Johnson, P. Moreno, A. Guzman "Time Domain Parameter Identification of Transient Electromechanical Oscillations," Accepted for publication in COMPEL: The International Journal for Computation and Mathematics in Electrical and Computer Engineering.

H. Esponda-Hernandez, E. Vasquez, M.A. Andade, B. Johnson, "A Setting-Free Differential Protection for Power Transformers Based on Second Central Moment," IEEE Transactions on Power Delivery. Available Early Access. Digital Object Identifier: 10.1109/TPWRD.2018.2889471.

N. Fischer, B.K. Johnson, A.G. Miles, J.D. Law, "Induction Motor Modeling for Development of a Secure In-Phase Motor Bus Transfer Scheme," IEEE Transactions on Industry Applications. Vol. 55, No. 1, January/February 2019, pp. 203-212. DOI: [10.1109/TIA.2018.2868763](https://doi.org/10.1109/TIA.2018.2868763).

- M. Abuagreb, M. Allehyani and B.K. Johnson, "Design and Test of a Combined PV and Battery System Under Multiple Load and Irradiation Conditions," Accepted for 2019 IEEE PES Innovative Smart Grid Technologies Conference North America." February 17-20, 2019, Washington DC.
- A.Momen, B.K. Johnson and Y. Chakhchoukh "Parameters Estimation for Very Short Line Using The Least Trimmed Squares (LTS)," *Accepted for 2019 IEEE PES Innovative Smart Grid Technologies Conference North America.* February 17-20, 2019, Washington DC.
- K. Eshghi, B.K. Johnson, C.G. Rieger, "Resilient Agent for Power Systems Operation and Protection," [*IECON 2018 - 44th Annual Conference of the IEEE Industrial Electronics Society.*](#) Washington DC, October 21-23, 2018.
- H.S. Samkari and B.K. Johnson, "Multi-Agent Protection Scheme for Resilient Microgrid Systems with Aggregated Electronically Coupled Distributed Energy Resources," [*IECON 2018 - 44th Annual Conference of the IEEE Industrial Electronics Society.*](#) Washington DC, October 21-23, 2018.
- P. Khaledian, B.K Johnson, and S. Hemati, "Power Grid Resiliency Improvement Through Remedial Action Schemes," [*IECON 2018 - 44th Annual Conference of the IEEE Industrial Electronics Society.*](#) Washington DC, October 21-23, 2018.
- A. Corredor, H. Beled, B.K. Johnson, H.L. Hess, "D-FACTS for Improving Reliability of the Transmission System During Contingencies," *Proceedings of the 2018 North American Power Symposium*, Fargo, North Dakota, September 9-11, 2018.
- H.S. Samkari, H.L. Hess and B.K. Johnson, "Developing a Microgrid Energy Management Scheme for a Pacific Northwest City," *Proceedings of the 2018 North American Power Symposium*, Fargo, North Dakota, September 9-11, 2018.
- P. Khaledian, B.K Johnson, and S. Hemati, "Harmonic Mitigation and a Practical Study of Torque Harmonics in Induction Motor Startup," *2018 IEEE Power and Energy Society General Meeting (PESGM)*, Portland, August 2018.
- S.R. Sathu, N. Fischer, B.K. Johnson, "New Protection Scheme for Type 4 Wind Turbines," *71st Annual Conference for Protective Relay Engineers (CPRE)*. College Station, Texas, March 2018.
- Ibukun A. Oyewumi, Ananth A. Jillepalli, Philip Richardson, Mohammad Ashrafuzzaman, Brian K. Johnson, Yacine Chakhchoukh, Michael A. Haney, Frederick T. Sheldon, and Daniel Conte de Leon. "ISAAC: The Idaho CPS Smart Grid Cybersecurity Testbed." To appear in: Proceedings of the IEEE Texas Power and Energy Conference 2019 (IEEE-TPEC-2019), February 7-8, 2019, College Station, Texas, USA.
- Ibukun A. Oyewumi, Ananth A. Jillepalli, Philip Richardson, Mohammad Ashrafuzzaman, Brian K. Johnson, Yacine Chakhchoukh, Michael A. Haney, Frederick T. Sheldon, and Daniel Conte de Leon. "Attack Scenario-based Validation of the Idaho ICS Smart Grid Cybersecurity Testbed (ISAAC)." To appear in: Proceedings of the IEEE Texas Power and Energy Conference 2019 (IEEE-TPEC-2019), February 7-8, 2019, College Station, Texas, USA.
- Ananth A. Jillepalli, Daniel Conte de Leon, Ibukun A. Oyewumi, Jim Alves-Foss, Brian K. Johnson, Clinton L. Jeffery, Yacine Chakhchoukh, Michael A. Haney, and Frederick T. Sheldon. "Formalizing the HESTIA Process: Checking Consistency and Conflicts." To appear in: Proceedings of the IEEE Texas Power and Energy Conference 2019 (IEEE-TPEC-2019), February 7-8, 2019, College Station, Texas, USA.
- Abercrombie, R.K., Ollis, B., Abercrombie, T., Jillepalli, A. and Sheldon, F.T., "Microgrid Disaster Resiliency Analysis: Reducing Costs in Continuity of Operations (COOP) Planning," To appear in Proceedings of the Hawaii International Conference on System Sciences (HICSS-52) January 7-11, 2019, Hawaii, USA.
- Sheldon was invited to give a talk by Adolphy Hoisie (Brookhaven National Laboratory) and Behrooz Shirazi (National Science Foundation): Title of the talk: Analysis of COOP Planning Scenarios for a Microgrid to Enhance Sustainability and Resiliency," Sixth Symposium on Sustainable Energy and Computing (SSEC), Jan. 8-11 2019 at HICSS52 Maui, HI.
- Y. Chakhchoukh and H. Ishii, Cyber security for power system state estimation, in J. Stoustrup, A. Annaswamy, A. Chakraborty, and Z. Qu (editors), *Smart Grid Control: Overview and Research Opportunities*, Springer, pp. 241-256, 2019.
- H. Lei, Y. Chakhchoukh and Ch. Singh, "Framework of a benchmark testbed for power system cyber-physical reliability studies," *International transactions on electrical energy systems*. August 2018. Wiley Online Library.

M. Ashrafuzzaman, H. M. Jamil, Y. Chakhchoukh and F. T. Sheldon, "A Best-Effort Damage Mitigation Model for Cyber-Attacks on Smart Grids," 2018 IEEE 42nd Annual Computer Software and Applications Conference (COMPSAC), Tokyo, July 23-27, 2018.

M. Ashrafuzzaman, Y. Chakhchoukh, A. A. Jillepalli, P. T. Tasic, D. C. de Leon, F. T. Sheldon, B. K. Johnson, "Detecting Stealthy False Data Injection Attacks in Power Grids Using Deep Learning," 2018 14th International Wireless Communications & Mobile Computing Conference (IWCMC), Limassol, 2018, pp. 219-225.

M. McGregor and M. Haney, "Quantum Key Exchange Simulator," 22nd Colloquium for Information Systems Security Education (CISSE 2018), June, 2018, New Orleans, LA.

M. McGregor and M. Haney, "Quantum Key Exchange Simulator," In *Journal of the Colloquium for Information Systems Security Education*, Edition 6, Issue 1, September, 2018.

R. E. Hiromoto, M. Haney, A. Vakanski, and B. Shareef, "Towards a Secure IoT Architecture," Elsevier Publishing, 2019.

1.3.4 Publications: Submitted and Under Review

Yacine Chakhchoukh, H. Lei, B.K. Johnson, "Diagnosis of Outliers and Cyber Attacks in Dynamic PMU-based Power State Estimation," *Submitted to IEEE Transactions on Power Systems*. December 2018.

H. Lei, J. Geng, B. Johnson, "Influence of Superconducting Fault Current Limiters on Travelling Wave Based Protection," *Submitted to IEEE Transactions on Applied Superconductivity*. November 2018.

A. Aljebrine, H. Lei, H. Hess, B. Johnson, J. Geng, "Superconducting Fault Current Limiter Application for Induction Motor Starting Current Reduction," *Submitted to IEEE Transactions on Applied Superconductivity*. November 2018.

A. Momen, Y. Chakhchoukh, B.K. Johnson, "Series Compensated Line Parameters Estimation Using Synchrophasor Measurements," *Submitted to IEEE Transactions on Power Delivery*. August 2018.

J. Hatton, B.K. Johnson, D. Roberson, and R. Nuqui, "Increased Grid Resilience Via Cyber-Secure VSC Multiterminal HVDC Systems," *Submitted to the 2019 IEEE PES General Meeting*. Atlanta, Georgia, August 2019.

J. Song, J. Alves-Foss, "A Fuzzing Tool Based on Automated Grammar Detection", *Computers & Security*, Dec 2018.

J. Alves-Foss, J. Song, "Revisiting Function Boundary Detection", *USENIX Security Symposium* 2019, Dec 2018.

John Peterson, R.A. Borrelli, and Michael Haney, "An overview of the methodologies for cyber security vulnerability assessments conducted in nuclear power plants," *Journal of Nuclear Engineering and Design*.

M. Haney, J. Benjamin, and R. A. Borrelli, "Cyberweapon Non-proliferation and Safeguards: an Approach from the Lessons Learned in the Nuclear Sector", *American Nuclear Society Conference on Safeguards*, June, 2019.

T. McLean, R. A. Borrelli, and M. Haney, "Cyber Security Modeling of Non-Critical Nuclear Power Plant Instrumentation," *International Conference on Infrastructure Protection*, SRI International, March 11 – 13, 2019, Arlington, VA.

M. Haney, "Advances in Deceptive Systems and Honeypots for Threat Intelligence and Active Defenses in Critical Infrastructures," *International Conference on Infrastructure Protection*, SRI International, March 11 – 13, 2019, Arlington, VA.

1.3.5 Presentations

November 2018: Speaker: Krishnanjan Gubba Ravikumar, Schweitzer Engineering Laboratories, Title: Experience with Remedial Action Schemes.

November 2018: Speaker: Dwight Anderson, Schweitzer Engineering Laboratories, Title: Cybersecurity for Power Protection.

December 2018: Speaker: Sudeep Pasricha. Department of Electrical and Computer Engineering at the Walter Scott Jr. College of Engineering in Colorado State University, Title: Smart Software for the Internet of Future Things.

1.4 Objective 4: Strengthen and expand the workforce

During the Summer of 2018 at least 9 students conducted internships focused on cybersecurity. Organizations where these students participated were: US Department of Defense, Idaho National Laboratory, Pacific Northwest National Laboratory, and US Department of Homeland Security.

Also during the Summer of 2019, Michael Haney developed and hosted the 2nd Cybercore Summer Camp held in Idaho Falls, receiving support from the College of Eastern Idaho and Idaho National Lab's Cybercore Integration Center. The tuition-free day camp hosted high school students from across eastern Idaho for three days of hands-on learning projects and "hacking" activities to introduce students to advanced computing and cyber-physical systems programming. Plans are in place and a grant application has been submitted to expand future camps for beginners and advanced students as well as area high school teachers.

As a follow-up to the successful summer camp, Haney has worked with the College of Eastern Idaho and Compass Academy to develop and host after-school programs supporting cyber-physical control systems and embedded device programming and cybersecurity activities for local high school students, which we believe will greatly strengthen the future workforce by fostering interest and skills at an early age.

2 Summary of Budget Expenditures

This summary is an estimate only as final mid-point expenditures have not all posted.

Salaries	\$245,000
Fringe	\$70,000
Travel	\$4,000
Operating	\$55,000
Tuition	\$22,400
Total	\$396,400

3 Demonstration of Economic Development and Impact**3.1 Patents, copyrights, plant protection certificates received or pending**

There are none at this time. We are developing a strategy to raise the bar of awareness concerning patents and copyrights (including software and intellectual property) and engage with industry to identify opportunities.

3.2 Technology licenses signed, start-up businesses created, and industry involvement

Karen Stevenson who is our College of Engineering licensing associate at the UI Office of Technology Transfer (OTT) spoke to the Department about the UI Strategic Plan as it relates to Faculty, Research and Sponsored projects and Invention disclosures. We are planning to engage the OTT in the future to increase awareness pertaining to UI's Strategic Planning and Program Prioritization Process and the Commercialization of our research outcomes including public/private entrepreneurial partnerships. All told, we want to increase our enrollments/retention in both our Undergraduate and Graduate programs to meet the needs of Idaho's industry; bring viable technologies to market as well as creating high-value jobs while increasing our research capacity, especially as it pertains to the IGEM objectives and overarching theme: Security Management of Cyber Physical Control Systems.

These discussions are planned as Colloquium Topics and for Departmental Faculty Staff meetings.

3.3 Private sector engagement

See Section III (c) above for a list of formal engagements per our Computer Science Colloquium Series. Also, refer to the section on "Strengthening and Expanding the Workforce" at Section III (4) above regarding Industry/Government engagements.

The IGEM team of Co-PIs engaged with the Murdock Charitable Trust (as described above) to leverage (match) IGEM funding that was earmarked for laboratory equipment upgrades that are designed to improve our capabilities in Cyber Security Data Analytics and Visualization.

3.4 Jobs created

None for the reporting period other than the new faculty hires.

3.5 External funding

Nearly a million dollars of funding beyond the IGEM grant has been secured to help meet the objectives of this project. Of this amount, \$795,000 came from external sources and \$202,000 of college of engineering funding was redirected. A significant factor was the funding provided by the Murdock Charitable Trust to enhance power security laboratory as described above.

4 Numbers of Faculty and Student Participation as a Result of Funding

Seven faculty and four graduate students were the primary participants on this project. In addition, numerous other faculty and staff assisted in the activities such as supporting the faculty search process and expanding the laboratories and improved audio/video connections around the state as outlined in the original project plan.

Primary Faculty	Primary Students
Larry Stauffer	Hari Challa
Rick Sheldon	Krishna Koganti
Brian Johnson	Mohammad Ashrafuzzaman
Michael Haney	Ananth Jillepauli
Daniel Conte de Leon	Maadhavi Saathu
Yacine Chakhchoukh	Andrew Miles
Jia Song	Ibukun Oyewumi
Constantinos Kolas	
Dakota Roberson	

5 Description of Future Project Plans

Plans for the future are to accomplish the deliverables of the four objectives as stated in our original proposal. Specifically, for the final semester we plan to:

- Continue our research work on developing tools and techniques for securing critical infrastructure systems.
- Expand use of the UI Cybersecurity Training and Operations Center in Coeur d'Alene (including security assessments)
- Expand activities to initiate a Resilience Research Incubation Center in Moscow.
- Conduct assessments with willing industry partners to better understand the threats and potential impacts of compromises associated with CPCSS.
- Increase our capacities to deliver education course work (both for credit and non-credit professional development) and research.

Perhaps the most impactful outcome of this IGEM project this quarter is that we started to prepare a proposal for the first BS and MS degree programs in Cybersecurity in Idaho. In November 2018 the Computing and Accreditation Commission of ABET introduced the first program-specific criteria for cybersecurity. Given the ABET process, these students will be educated according to the new nationally accepted standards. Through this program we project to be delivering hundreds of cybersecurity engineers to the workforce over the next several years. We plan to educate students in Moscow, Coeur d'Alene, and Idaho Falls and will explore on-line delivery options as well. This program will deliver the talent needed by industry to help secure their data and infrastructure and grow Idaho's economy.

IGEM Program

First 6-month Progress Report

Project Title:	Sustaining the Competitiveness of the Food Industry in Southern Idaho: Integrated Water, Energy and Waste Management
Principal Investigator:	Dr. Karen Humes
Institution:	University of Idaho (lead) with subcontracts to Boise State University and Idaho State University
Grant Number:	IGEM19-001
Award Amount:	\$700,000
Fiscal Period:	July 1, 2018 – June 30, 2019
Progress Report Submitted to SBOE:	January 1, 2019
Reporting Period:	July 1, 2018 – Dec 20, 2018

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1) Summary of project accomplishments for first reporting period and plans for the remainder of Yr 1:

The accomplishments and plans for the four primary tasks identified in the original proposal are summarized here (Tasks A-D). A summary of accomplishments for the overall project management and coordinated stakeholder engagement activities are also summarized below, listed as Task E.

Task A) Recovery of energy, nutrients, water and bioproducts from waste streams: bench to place-based pilot projects

Team: Erik Coats (UI, environmental engineering/molecular biology; emphasis on resource recovery from waste streams); Armando McDonald (UI, biomass conversion and bioproducts); Kevin Feris (BSU, algae-based resource recovery and microbial ecology))

Accomplishments this reporting period/Plans for next reporting period:

A note on staffing: As noted above, this task is being carried out by the joint UI/BSU team comprised of three Co-Is. It is the largest and most complex of our four major tasks, in terms of resources and personnel committed. Nearly all of the students planned to be hired in Year 1 have been recruited, including 1 Ph.D. student and 8 undergraduate students hired in the Coats' (Environmental Engineering) lab in Fall 2018 and 1 graduate student coming onboard in January 2019 in the McDonald lab to work on bioplastics. Some delay in getting the subcontract to BSU set up has prevented the expenditure of the funds for one graduate budgeted at BSU in Fall 2018. However, this has allowed a helpful re-examination by the team of the most effective assemblage of personnel types for accomplishing the important objectives of this grant, which go beyond that of traditional research (which is well-accomplished by faculty and graduate students) to include the vital component of developing relationships with potential commercial partners for future implementation of our research advances. The team feels that this latter objective would benefit from the creation of a Research Scientist position (funded partly by this initiative and partly by the BSU institutional funding) that would be filled by and occupied longer by someone with a broader experience base and better sense of private-industry constraints than is typically possible with a graduate student. Indeed, a central goal in conducting research that addresses societal problems is the eventual application of novel research-based solutions beyond the research laboratory. However, often even when research-based solutions are economically viable they may not reach the market or be applied beyond research focused studies. This scenario is often termed "The Valley of Death" which is a colloquialism describing the phase between research and successful application of innovation in a commercial context. Although many research active faculty have the intellectual ability and research funding to support development of economically viable innovations, rarely do they have the time and skills necessary to cross the "Valley of Death". We are pursuing a partnership between research-focused grant funding and institutional support (i.e. Boise State) to create a Research scientist position specifically focused on the research goals of this project and development of the relationships necessary to cross the "Valley of Death". We believe that personnel specifically focused on these integrated goals are necessary to elevate research-based solutions from the Bench to Market.

Meanwhile, however, the many students and several faculty members who have begun work on this task have made good progress on the three sub-tasks within this task, as reported below.

Sub-task i: Bench scale activities

a) Characterization of waste streams from a variety of producers and processors in the Twin Falls area (e.g., dairies, yogurt, cheese, and potato processors);

- Obtained and conducted preliminary analysis on agro-industrial wastes available in the Twin Falls area. Results are summarized below. Further investigations ongoing in remainder of Yr 1.

Entity	Flow (mgd)	BOD (mg/L)	TSS (mg/L)	FOG (mg/L)
AmeriPride	0.13	178.28	70.36	110.53
Chobani	0.80	144.97	164.22	24.16
City of Kimberly	0.30	302.56	285.07	24.59
Clif Bar	0.01	659.22	444.06	23.86
Eagle Eye	0.01	143.01	410.35	2.78
Glanbia	0.51	601.50	244.21	89.27
Independent Meat	0.11	84.34	91.58	17.33
KapStone	0.01	401.69	196.97	3.15
Lamb Weston	1.76	2305.13	510.47	93.24
Total	3.65	1267.98	349.38	69.34

b) Assessment of optimal process sequences (biological, chemical, physical, thermal) to recover energy, bioproducts (biofuels; bioplastics) and nutrients from mixed waste.

- Bench-scale bioreactor operations are set up and underway. Performance assessment is ongoing and will be continued in the second half of Yr 1. One current focus is analysis of process “success” vs. “failure.” Stable operations of any resource recovery system at full scale demands intrinsic knowledge on what constitutes stable operation, and how unstable, or “failed,” operations might be recovered. Investigations are being conducted using macro- and molecular-level methods.
- Phosphorus recovery from wastewater is best achieved through a process known as enhanced biological phosphorus removal, EBPR. Bench-scale EBPR operations are ongoing, with a focus on ascertaining the effects of key process operational criteria on maximal P recovery. Results will ultimately inform pilot and full-scale operations.
- Another current focus is on achieving stable nitrification in an activated sludge wastewater treatment system achieving carbon, ammonia-N, nitrite-N, nitrate-N, and phosphorus removal. Nitrification is a biological process whereby ammonia-N is oxidized only to nitrite. Process success will result in significant energy savings in wastewater treatment.
- Two of Coats’ undergraduate students are investigating the production of bioplastics (polyhydroxybutyrate-co-valerate, PHBV) on fermented dairy manure. Results will inform operations of our pilot scale system for 2019.

- Bench scale algal investigations have focused on establishment of algal cultivars to be employed in testing the effluent streams deemed most economically viable as determined by the wastewater modeling and bench-scale reactor experiments being performed in the Coats lab. Based on these initial wastewater characterization and viability experiments we will determine the most opportunity mechanism for algal cultivation in our integrated system and initiate cultivation tests with individual or consortia of algal strains selected based on their ability to grow in the selected wastewater streams and based on their growth rates, yields, biomass characteristics, and economic potential. These experiments will be initiated in the January/February time frame.

Sub-task ii: Pilot scale assessments - Conduct pilot scale evaluations from mixed waste streams; implement/evaluate treatment resource recovery processes.

- Have hired a team of undergraduate students and started training in the laboratory, with a focus on operations and analysis of biological resource recovery systems that are part of the targeted pilot-scale systems. The undergraduate team, combined with 2-3 graduate students, will operate the UI scale model systems in 2019.
- Conducting hypothetical re-configuration of the Twin Falls wastewater treatment plant to integrate proximate waste streams and achieve resource recovery. Analyses are being conducted using SUMO process modeling software by Dynamita. Results will be used to inform 2019 scale model operations.
- As noted above the outcome of these pilot scale assessments and modeling will inform decisions about which types of algal cultivation systems to couple with the AD/PHA aspects of our integrated system and which algal cultivars/species to employ in our bench and pilot-scale tests. The pilot scale algal cultivation systems will be operated in 2019 in collaboration with the Coats and McDonald labs at UI.

Sub-task iii: Produce prototype products (bioplastic mulch film, biochar, biofuel) for evaluation.

- Ordered laboratory blown-film extruder system for preparing bioplastic films and expected to be installed February-March 2019.
- Hired 1 graduate student and will start spring semester 2019 to characterize the bioplastic generated and prepare and evaluate the bioplastic films.

Note on partnerships inherent in Task A: Partnerships with producers, processors and municipal treatment personnel are fundamental to all of these tasks. Team will build on existing relationships with Twin Falls wastewater treatment facility, Food Northwest, Chobani, Amalgamated Sugar, J.R. Simplot, Idaho Dairywomen's Association, and Glanbia, and expand to new partners throughout this project.

Task B) Decision-support tools for industry and community leaders to quantify and visualize trade-offs among water, energy, land use and municipal growth

Team: Jae Ryu, UI, systems dynamics modeling, water resources; Karen Humes (UI, water/energy nexus, geospatial analysis)

Accomplishments this period:

- Began the process of upgrading the existing Stella system dynamics model from an older version to the new Stella Architect, which has more features and is more user friendly.
- Reviewed the data that was included in the original version and identified data needs in order to make the model more current and representative of climate changes and drought that have occurred during the past ten years. Examples of these data include: precipitation, groundwater pumping, spring discharges, evapotranspiration, etc.
- Made a formal request for these data to the Idaho Department of Water Resources (IDWR) and are currently working with them on data needs.
- Completed a literature review of recent published research related to water resources, system dynamics modeling, etc. in preparation for completing the tasks.
- Team began brainstorming about potential scenarios for integrating energy components into the updated Stella Architect model.
- Initial meeting with irrigation expert to begin developing module that would describe energy use in irrigation based on key variables
- Attended Energy Policy Institute meeting at Boise State University in September to connect with regional energy experts
- Explored data sources and availability for information on energy use in irrigation

Plans for next reporting period:

- We plan to incorporate new features that are available in Stella Architect into the system dynamics model and user interface.
- We plan to perform a quality analysis of the most recent data available from IDWR and complete the integration process to bring the model up to date.
- We will begin exploring management options to incorporate into the model, such as water conservation, managed recharge, etc.
- We will be developing system evaluation criteria associated with new data inputs and potential uses for the expanded and update model, such as system reliability, vulnerability, resilience, etc.
- We will acquire and analyze data on energy use in irrigation
- We will complete the development of a module for the system dynamics model that quantifies energy use in irrigation for two meteorological scenarios (average and above average demand in a growing season) and number of acres with other key variable combinations (eg., crop type, irrigation source/type)
- We will begin incorporating supply side scenarios to quantify and address the uncertainty of the water/energy nexus in the Eastern Snake Plain Aquifer.

Task C) Technical innovations/sensing systems to reduce water/energy/nutrient use in targeted production systems:

Primary team members: Donna Delparte, (ISU, drone and satellite-based sensing systems) and grower partners.

Accomplishments this period:

Progress in the following task area has been made through the subcontract award to Idaho State University and included:

- Innovative thermal Unmanned Aerial System (UAS) platform assembled and tested for spring data collection
- Programmer/Decision Support Analyst hired (mid-Dec) for development of online interactive website sustainable decision support tool to facilitate growers access to satellite and drone imagery and associated products.
- Private sector participation has been established with several growers and crop inventory has been provided by ProGrow Consulting for building the above-described decision support tool for producers

Plans for next reporting period:

For the next reporting period, the team will focus on the continued development and testing of UAS platform and sensor combinations for data collection in the 2019 growing season. These integrated sensor data collection systems will be utilized in field-based pilot projects with our participating growers to provide rapid decision-making information to reduce water and nutrient loads through an online interactive decision support tool.

Task D) Engaging the present and future workforce in the adoption of new technologies

Team members for training (primary): Karen Humes, Erik Coats and partners at CSI, UI Idaho Falls and professional organizations such as Food Northwest, *Primary team member for drone outreach activities:* Jae Ryu (Idaho Drone League (I-Drone), Founder).

Accomplishments this period:

- Although significant engagement with food processors and producers has already begun (see more reporting on this in Task E below), the workforce training aspects of this task were intended (and resourced in our budget) to take place primarily in Yrs 2 and 3 of our project. However, the PI worked in this reporting period to design a survey to be made available to participants at the annual expo of our key partner (Food Northwest) in Portland, OR in January 2019 designed to solicit input on workforce training needs in the food processing industry.
- Co-I Jae Ryu began developing plans for his three I-Drone outreach events (high school students and general public) in the spring/early summer of 2019.

Plans for next reporting period:

- Implement survey at Food Northwest Expo in Jan 2019 on workforce needs in food processing, collate results and discuss/vet with stakeholder advisory committee in March 2019, described in more detail in the next task.
- Implement I-Drone outreach events in Moscow, Boise and Pocatello (possibly add Twin Falls if funds permit).

Task E) Overall Project ManagementAccomplishments this period:

- Team meetings established, three held via videoconference (in addition to separate coordination by multiple Co-Is under individual tasks)
- Planning for stakeholder advisory committee meeting to be held in March in conjunction with annual team meeting, with Twin Falls as target location. The goal of these initial meetings will be to enhance existing relationships, build new ones, and importantly to build a sense of collaboration and shared vision with regard to the specific nature of the research capabilities we are developing and the outputs and products we target.
- First draft of stakeholder advisory committee list formulated and consists of representatives from producer and processing groups, contract engineers for municipal waste water treatment (including Idaho Dairyman's Association, J.R. Simplot Corp., Amalgamated Sugar, Food Northwest and others who wrote letters of support for the proposal), as well as key state agency representation (such as Idaho Dept of Water Resources) and at least one municipal representative.
- Team began draft of a project-wide prospectus to provide concise explanation of project goals, make clear the genuine desire to better understand stakeholder needs and "value proposition" to stakeholders for their engagement with our project.

Plans for next reporting period:

- Complete plans and issue invitations (Jan 2019) for first annual in-person stakeholder advisory committee meeting to be held in Twin Falls (Mar 2019) with additional quarterly progress meetings to be held by videoconference (beginning Jun 2019)
- Complete project-wide prospectus document described above (Jan 2019) and distribute widely to Idaho producers and processors
- Attend the annual expo of one of our key partners (Food Northwest) in Jan 2019 (Portland, OR) and participate in activities to further disseminate project goals and understand stakeholder needs in energy, water, and waste (see section below on potential Tri-State funding opportunities for continuation and expansion of work).
- Continue to hold monthly team meetings to monitor progress and facilitate coordination of all project tasks and stakeholder engagement activities.

2. Summary of budget expenditures for period just completed – report through Dec 20, 2018.

Note about burn rates at all three institutions: Burn rates for all three institutions are considerably lower for these first 5 months than they will be in the next reporting period for several reasons. Most importantly, the notification of the award in late July and then lag times in setting up subcontracts to ISU and BSU made for less than 6 full months of activity, although this will not impact our ability to utilize all the resources and meet all deliverables in Year 1. Additionally, due to the holidays and report due date of Jan 1, expenditures are reported only through those posted by Dec 20; full expenditures through Dec 31 will not post until the first week in January. Going forward, the burn rate at all 3 universities will be considerably higher in the last quarter of the next reporting period (eg., late March through the end of June 2019) because of these factors:

- Late spring/early summer field work
- Travel by team and for stakeholder participants to our annual meeting and first annual stakeholder advisory meeting in Twin Falls in late March 2019
- Summer salary for faculty members in May/June 2019
- Increased hours for graduate and undergraduate participants in May/June 2019

Expenditures at the UI – posted through Dec 20, 2018:

\$ 40,853.00 Salaries (faculty summer and grad students summer/fall)
 \$ 9,563.25 Temp Help (undergraduate students)
 \$ 4,779.38 Fringe Benefits
 \$ 6,517.20 Travel
 \$ 24,920.11 Operating Expenses, including research supplies for bench scale studies
 \$ 10,134.29 Small equipment (<\$5K) – computer and drones/cameras
\$ 8,350.00 Tuition Remission (UI graduate students)

\$ 105,117.23 Total UI Expenditures through Dec 20

Expenditures in subcontract to BSU:

Due to processing time (both setting up the subcontract in Aug/Sept and invoicing lag), BSU has not yet invoiced for expenses incurred to date, but this will not impact the timeline of project deliverables. Please see note under Task A about proposed modification in type of personnel to be hired at BSU.

Expenditures in subcontract to ISU:

Due to processing time (both setting up the subcontract in Aug/Sept and invoicing lag, ISU has not yet invoiced for expenses incurred to date), but this will not impact the timeline of project deliverables. An informal reporting from the ISU Co-I reports these expenditures:

\$ 2,416.80 – student salaries
 \$ 202.54 – fringe
 \$ 1,760.08 – OE, including UAS supporting mounts, hardware, software, tablets, etc.
\$11,867.75 – UAS platform, GPS and thermal camera

\$16,247.17 – Total ISU expenditures through Dec 20

3. Demonstration of economic development/impact

- Patents, copyrights, Plant Variety Protection Certificates received or pending

Although not a direct outgrowth of the funding received on this grant beginning in July 2018, there was a patent filed by ISU in our reporting period on behalf of Co-I Donna Delparte and her collaborator on work of a similar nature to that being done by Dr. Delparte in this grant. The previous work on which the patent was based involved the detection of infected plants in potato fields; the work in this grant will be of similar methodology (detecting plant stress with the use of high spatial and spectral resolution sensors on drones and satellites), but the focus in this investigation is slightly different (the detection of nutrient and moisture stress with remotely sensed imagery). The patent is included here as an example of the likely future outcome of Dr. Delparte's work on this grant and her success in working with stakeholders to develop useful products and methodologies.

Patent filed on Nov 30, 2018 entitled: "Method and system for detecting and managing infected plants" Donna Delparte, L. Michael Griffel, Idaho State University. Cross reference - U.S. Provisional Patent Application No. 62/597,636 (ISU-001 PROV)

- Private sector engagement

Because every aspect of our work involves considerable private sector engagement, we have noted those engagements in each of our five tasks described in Section 1 (Accomplishments Plans for next reporting period).

- Jobs created

Programmer/Decision Support Analyst hired on Dec 16, 2018 (starting date) at Idaho State University

4. Numbers of faculty and student participation

Through Dec 20, the numbers of faculty, students and other researchers participating are as follows:

Faculty:	6 (4 UI, 1 BSU, 1 ISU)
Graduate Students:	4 (3 UI, 1 ISU)
Undergrad Students:	8 (all UI)
Research Scientists:	2 (1 UI, 1 ISU, both partially supported by this grant)

5. Description of future plans for project continuation or expansion

- The team is coordinating closely with the newly forming CAES entity (led by the UI but including other CAES partners) referred to as the Food Processing Innovation and Education Center (FPIEC). The vision for the center is for it to be a mechanism for collaboration between universities and private industry to develop next-generation technology and education programs for the Pacific Northwest food processing industry, with private industry eventually contributing to research driven by their needs. The collaborations between Idaho institutions, Idaho food processors and Idaho communities that are being supported by this IGEM grant, and

the beneficial results it will produce, should provide excellent examples to encourage more stakeholders to become involved in partnerships through the FPIEC in the future. Likewise, the FPIEC provides a mechanism to continue and expand upon the work begun in this IGEN.

- Some members of the team are also part of an ad-hoc working group organized by the VPRED at the UI to network with other land grant institutions in the Northwest (i.e., Washington State University and Oregon State University) to be mindful of collaborative opportunities for research funding in the arena of sustainable food production and processing and food/energy/water nexus, particularly from the USDA, DOE and NSF. Some of the largest grants awarded at the University of Idaho have been through these types of inter-institutional collaborations. This is one of many reasons that we highly value and are working to continue to build our partnership with Food Northwest, which represents processors in all three states.

6. Expenditure report

As noted in the Budget Summary section above, due to lags in setting up and invoicing from subcontracting institutions, the detailed expenditure report provided below is available at this time only on the portion of total spending at the University of Idaho.

'Process'	
FWRITEM	
'Output Line'	
FWRITEM	University of Idaho
	Itemized Expenditures by Grant Code
	From 01-JUL-2018 To 20-DEC-2018
Grant: SG2836 -	20-Dec-2018 09:21 AM

Salaries	
E4108 Summer Salary	
Coats, Erik	5395.20
80.00 hours	
Ryu, Jae	7219.80
126.00 hours	
E4109 IA/GA Salary	
Mellin, Jason	13032.80
360.00 hours	
Thompson, Emily	8000.00
320.00 hours	
Walters, Riveraine	7205.20
160.00 hours	

	\$40,853.00

Temporary/Irregular Help

E4135 Temporary Student

Alfaro Salmeron, Glenda	825.00
75.50 hours	
Brouillard, Nicolas	1753.50
146.25 hours	
Dolph, Kirsten	1957.50
189.00 hours	
Gibson, Joseph	528.00
48.00 hours	
Shaber, Jonathon	541.75
49.25 hours	
Smoot, Lindsey	1050.50
96.00 hours	
Tompkins, Nicole	2445.00
206.00 hours	
Watabe, Shion	462.00
44.00 hours	

\$9,563.25

Fringe Benefits

E4280 Faculty CFR Benefit Expense	3342.98
E4282 Student CFR Fringe Expense	1436.40

\$4,779.38

Travel

E5360 Personal Vehicle - In-State

07-SEP-18	I2024562	Ryu, Jae H.	367.01
16-NOV-18	I2038986	Coats, Erik Robert.	332.77
16-NOV-18	I2038986	Coats, Erik Robert.	21.00

E5365 Personal Vehicle - Out-of-State

09-NOV-18	I2037420	Coats, Erik Robert.	25.00
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E5367 Rental Vehicles - In-State

25-SEP-18	J1218430	V00349140 Ryu, Jae H.	337.90
25-SEP-18	J1218430	V00349140 Ryu, Jae H.	28.05
04-OCT-18	I2030060	Ryu, Jae H.	67.02
08-OCT-18	J1219824	V00733798 Humes, Karen S.	149.76

E5380 Airfare - In-State

18-SEP-18	I2027040	Humes, Karen S..	521.11
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E5381 Airfare - Out-of-State

02-NOV-18	I2035887	Coats, Erik Robert.	485.60
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E5392 Ground Transportation-Out-of-State

09-NOV-18	I2037420	Coats, Erik Robert.	205.12
E5396 Per diem - In-State			
07-SEP-18	I2024562	Ryu, Jae H.	81.00
18-SEP-18	I2027040	Humes, Karen S..	447.00
18-SEP-18	I2027040	Humes, Karen S..	90.00
03-OCT-18	J1219330	V00096579 Coats, Erik R.	756.60
04-OCT-18	I2030060	Ryu, Jae H.	126.00
16-NOV-18	I2038986	Coats, Erik Robert.	56.25
E5397 Per diem - Out-of-State			
06-SEP-18	J1216134	MC, from 820928 to 820922	840.52
13-SEP-18	J1217141	V00096579 Coats, Erik R.	1260.78
24-SEP-18	F0148395	GRT227262-Civil Envmntl Engin	-453.96
27-SEP-18	F0148659	GRT227263 Civil & Environ ENGR	-783.35
03-OCT-18	J1219329	V00096579 Coats, Erik R.	1175.02
09-NOV-18	I2037420	Coats, Erik Robert.	255.00
E5399 Other Employee Travel			
26-OCT-18	I2034588	Mellin, Jason James.	102.00
09-NOV-18	I2037420	Coats, Erik Robert.	24.00

			\$6,517.20

Operating Expenses

E5045 Photocopy Service

03-DEC-18	J1225771	DS; UIB copier charges Nov 2018	162.54
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E5060 Subscriptions

29-OCT-18	I2034722	Ryu, Jae H.	129.00
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E5070 Conference/Registration Fees

12-SEP-18	Z0839536	0826 PACIFIC NORTHWEST CLEAN W 208-	530.00
25-SEP-18	Z0840303	0905 ACT*UNIV OF IDAHO 877-551-5560	135.00
25-SEP-18	Z0840303	0905 ASSN OF AMER GEOGRAPHERS 202-2	165.00
08-OCT-18	J1219824	V00733798 Humes, Karen S.	250.00
09-OCT-18	Z0840975	0924 WEF EVENT 703-684-2400 VA	725.00
31-OCT-18	J1222316	NR, CT to correct budget	179.00

E5152 All Other Services

25-SEP-18	Z0840189	0910 MISTER CAR WASH #502 BOISE ID	7.00
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E5199 Other Professional Service

10-SEP-18	BKCK0818	\$47.20-Smoot 820922	47.20
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E5310 Technology - Services

11-SEP-18	J1216650	ec; August18 Net Services	80.00
04-OCT-18	J1219448	ec; September18 Net Services	60.00
18-DEC-18	Z0844107	1204 DELL SALES & SERVICE 866-393-9	61.50

E5345 Testing/Grading/Inspecting

28-AUG-18	Z0839291	0816 PAYPAL *BOISEAREARA 402-935-77	92.91
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E5350 Other Technical Services

12-SEP-18	Z0839536	0817 OETC 503-6250501 OR	149.02
E5410 Office and Administrative Supplies			
12-SEP-18	Z0839536	0822 VANDAL STORES MOSCOW MOSCOW ID	86.94
E5465 Gasoline			
25-SEP-18	Z0840189	0906 SHELL OIL 57444639603 GARDEN C	80.58
25-SEP-18	Z0840189	0907 EXXONMOBIL 47851928 IDAHO F	40.88
25-SEP-18	Z0840189	0907 PILOT_00350 MOUNTAIN HOME ID	19.10
25-SEP-18	Z0840189	0907 PILOT_00350 MOUNTAIN HOME ID	71.77
E5528 Resale - Computer Software			
04-DEC-18	Z0843209	1113 OETC 503-6250501 OR	58.09
E5560 Technology - Supplies			
12-SEP-18	Z0839536	0817 CDW GOVT #NTW9785 800-808-4239	39.31
E5650 R&M Sup - Other			
04-DEC-18	Z0843545	1115 PAYPAL *PGNINTERNAT 402-935-77	6.08
04-DEC-18	Z0843545	1119 PAYPAL *ZORO.COM 402-935-7733	5.48
E5720 Educational Supplies			
09-OCT-18	Z0840866	0914 THE HOME DEPOT #1806 BOISE ID	32.94
18-DEC-18	Z0844337	1124 AMZN MKTP US*M03012NW1 AMZN.CO	
149.95			
18-DEC-18	Z0844337	1202 AMAZON WEB SERVICES AWS.AMAZON	1.64
18-DEC-18	Z0844337	1203 AMZN MKTP US*M02PW3BH1 AM AMZN	
29.83			
18-DEC-18	Z0844337	1206 AMZN MKTP US*M08P72690 AMZN.CO	13.76
E5724 Research Supplies			
24-AUG-18	I2021934	Coats, Erik Robert.	1669.70
24-AUG-18	I2021943	Coats, Erik Robert.	1174.50
24-AUG-18	I2021946	Coats, Erik Robert.	838.78
24-AUG-18	I2021980	Coats, Erik Robert.	742.00
24-AUG-18	I2021995	Coats, Erik Robert.	549.21
28-AUG-18	Z0839116	0810 QIAGEN INC 800-426-8157 MD	594.22
28-AUG-18	Z0839291	0812 AMZN MKTP US AMZN.COM/BILL WA	9.73
28-AUG-18	Z0839291	0812 AMZN MKTP US AMZN.COM/BILL WA	62.70
28-AUG-18	Z0839291	0813 AMAZON.COM AMZN.COM/BILL WA	5.28
28-AUG-18	Z0839291	0813 AMAZON.COM AMZN.COM/BILL WA	72.70
28-AUG-18	Z0839291	0813 AMZN MKTP US AMZN.COM/BILL WA	113.20
28-AUG-18	Z0839291	0813 GRAINGER 877-2022594 IL	33.98
28-AUG-18	Z0839291	0814 AMAZON.COM AMZN.COM/BILL WA	5.28
28-AUG-18	Z0839291	0814 AMZN MKTP US AMZN.COM/BILL WA	14.63
28-AUG-18	Z0839291	0815 AMZN MKTP US AMZN.COM/BILL WA	14.84
28-AUG-18	Z0839291	0816 AMZN MKTP US AMZN.COM/BILL WA	99.98
28-AUG-18	Z0839291	0816 AMZN MKTP US AMZN.COM/BILL WA	170.76
28-AUG-18	Z0839413	0804 TFS*FISHERSCI ECOM HUS 800-766	37.62
28-AUG-18	Z0839413	0807 TFS*FISHERSCI ECOM HUS 800-766	12.54
28-AUG-18	Z0839413	0808 PAYPAL *FUZHOUHUIJU 402-935-77	285.00

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 19, 2019

ATTACHMENT 8

28-AUG-18	Z0839413	0810 SP * FILTROUS HTTPSFILTROUS CA	253.25
28-AUG-18	Z0839413	0813 PAYPAL *COL INT GRP 402-935-77	483.34
28-AUG-18	Z0839413	0814 FILABOT 802-505-6772 VT	84.77
28-AUG-18	Z0839413	0814 TFS*FISHERSCI ECOM HUS 800-766	224.51
28-AUG-18	Z0839413	0815 TFS*FISHERSCI ECOM HUS 800-766	228.20
28-AUG-18	Z0839413	0815 TFS*FISHERSCI ECOM HUS 800-766	101.90
28-AUG-18	Z0839413	0815 TFS*FISHERSCI ECOM HUS 800-766	54.96
28-AUG-18	Z0839413	0816 DRI*WAVEMETRICS IGOR PRO ELEME	275.00
28-AUG-18	Z0839413	0816 TECHNICAL GLASS PRODUCTS 440-6	174.40
28-AUG-18	I2022816	Coats, Erik Robert.	292.70
28-AUG-18	I2022831	Coats, Erik Robert.	192.91
29-AUG-18	I2023038	Coats, Erik Robert.	160.06
30-AUG-18	I2023162	Coats, Erik Robert.	62.15
30-AUG-18	I2023260	Coats, Erik Robert.	61.89
30-AUG-18	I2023268	Coats, Erik Robert.	215.64
06-SEP-18	J1216079	TNUM 324543 Walmart	14.42
07-SEP-18	I2024658	Ryu, Jae H.	465.99
12-SEP-18	Z0839996	0817 PAYPAL *CHENGUOQING 402-935-77	28.99
12-SEP-18	Z0839996	0818 TFS*FISHERSCI ECOM HUS 800-766	75.24
12-SEP-18	Z0839996	0820 PAYPAL *NEXTDAYAUTO 402-935-77	25.00
12-SEP-18	Z0839996	0822 PAYPAL *9265823 402-935-7733 C	17.00
12-SEP-18	Z0839996	0823 PAYPAL *JMEJAK 402-935-7733 CA	15.00
12-SEP-18	Z0839996	0823 PAYPAL *MAJINNA 402-935-7733 C	13.60
12-SEP-18	Z0839996	0823 TFS*FISHERSCI ECOM HUS 800-766	88.51
12-SEP-18	Z0839996	0825 TFS*FISHERSCI ECOM HUS 800-766	74.00
14-SEP-18	I2026110	Coats, Erik Robert.	426.81
19-SEP-18	I2027222	Ryu, Jae H.	147.12
19-SEP-18	I2027309	Coats, Erik Robert.	18.15
19-SEP-18	I2027325	Coats, Erik Robert.	60.22
25-SEP-18	Z0840195	0904 AMAZON.COM AMZN.COM/BILL WA	336.40
25-SEP-18	Z0840195	0906 AMZN MKTP US AMZN.COM/BILL WA	44.37
25-SEP-18	Z0840195	0908 THE HOME DEPOT 1806 BOISE ID	368.43
25-SEP-18	Z0840195	0909 THE HOME DEPOT #1806 BOISE ID	3.75
25-SEP-18	Z0840195	0909 THE HOME DEPOT #1806 BOISE ID	-3.15
25-SEP-18	Z0840355	0910 HACH COMPANY 9706631377 CO	61.57
25-SEP-18	Z0840613	0901 TFS*FISHERSCI ECOM HUS 800-766	63.17
25-SEP-18	Z0840613	0911 PAYPAL *DVBARGAINZ 402-935-773	299.00
02-OCT-18	I2029573	Ryu, Jae H.	115.82
02-OCT-18	I2029587	Coats, Erik Robert.	43.80
09-OCT-18	Z0840975	0919 QIAGEN INC 800-426-8157 MD	1173.35
09-OCT-18	Z0840975	0920 HACH COMPANY 9706631377 CO	2137.68
09-OCT-18	Z0840975	0927 AMZN MKTP US*MT96Y1XG0 AMZN.CO	15.99
09-OCT-18	Z0841185	0916 PAYPAL *9265823 4029357733 CA	-17.00
09-OCT-18	Z0841185	0917 PAYPAL *INDUSTRIALH 402-935-77	10.98

09-OCT-18	Z0841185	0918 PAYPAL *ALBERTFILTE 402-935-77	27.20
09-OCT-18	Z0841185	0921 PAYPAL *FRANKBACONM 402-935-77	761.00
23-OCT-18	Z0841490	1002 PALOUSE HABITAT FOR HUMAN MOSC	30.00
23-OCT-18	Z0841490	1004 AIREKASCIENTIFIC WAN CHAI	238.00
23-OCT-18	Z0841490	1005 GRAINGER 877-2022594 IL	149.20
23-OCT-18	Z0841490	1005 PAYPAL *ADVANCE OPS 402-935-77	125.00
23-OCT-18	Z0841490	1009 HACH COMPANY 9706631377 CO	572.62
23-OCT-18	Z0841490	1011 TFS*FISHERSCI ECOM HUS 800-766	292.70
23-OCT-18	Z0841490	1011 TFS*FISHERSCI ECOM HUS 800-766	151.40
23-OCT-18	Z0841862	1003 AMZN MKTP US*MT3JB0820 AMZN.CO	207.69
23-OCT-18	Z0841864	0928 PAYPAL *RQ SURPLUS 402-935-773	22.40
23-OCT-18	Z0841864	0930 PAYPAL *STRADEFAREA 402-935-77	14.08
23-OCT-18	Z0841864	1001 PAYPAL *MARCHOFFMAN 402-935-77	98.81
23-OCT-18	Z0841864	1008 PAYPAL *MS AND A 402-935-7733	11.10
23-OCT-18	Z0841864	1009 PAYPAL *MROSUPPLY 402-935-7733	12.90
23-OCT-18	Z0841864	1009 PAYPAL *SCOTTDOCTEU 402-935-77	10.86
23-OCT-18	Z0841864	1011 PAYPAL *MOLLYJAMIE 402-935-773	15.49
02-NOV-18	I2035694	Coats, Erik Robert.	43.80
06-NOV-18	Z0842037	1011 TRI STATE OUTFITTERS MOSC MOSC	9.96
06-NOV-18	Z0842037	1013 TFS*FISHERSCI ECOM HUS 800-766	161.30
06-NOV-18	Z0842484	1014 PAYPAL *MORNINGHILL 402-935-77	81.40
06-NOV-18	Z0842484	1022 PAYPAL *SOLANOTRADE 402-935-77	133.94
08-NOV-18	J1223342	331082 PAYPAL *METALREMNNAN 402-935-	17.75
08-NOV-18	J1223342	331083 PAYPAL *TUNDRASPECI 402-935-	20.30
20-NOV-18	Z0842648	1101 TFS*FISHERSCI ECOM HUS 800-766	420.33
04-DEC-18	Z0843350	1112 AMZN MKTP US AMZN.COM/BILL WA	-62.70
04-DEC-18	Z0843545	1112 PAYPAL *FRANKBACONM 402-935-77	479.70
04-DEC-18	I2041603	Coats, Erik Robert.	278.93
18-DEC-18	Z0844147	1203 HACH COMPANY 9706631377 CO	565.99
18-DEC-18	Z0844147	1206 TFS*FISHERSCI ECOM HUS 800-766	355.50
18-DEC-18	Z0844337	1123 AMZN MKTP US*M00LJ9FR2 AMZN.CO	172.28
E5725 Field Supplies			
28-AUG-18	Z0839291	0811 MY VINYL DIRECT 12089326803 ID	8.32
E5741 Med Lab & Tech Supplies			
04-SEP-18	U0129294	Chemstores/Alayat	12.51
14-SEP-18	U0129478	Chemstores/McDonald	29.14
24-SEP-18	U0129560	Chemstores/Asghar	2.26
25-SEP-18	U0129581	Chemstores/Asther	9.79
26-SEP-18	U0129593	Chemstores/Alayat	13.34
05-OCT-18	U0129714	Chemstores/Asghar	15.12
23-OCT-18	U0129878	Chemstores/Wang	4.36
06-NOV-18	Z0842484	1014 PAYPAL *LI YUN 402-935-7733 CA	8.64
06-NOV-18	Z0842484	1015 PAYPAL *HONGKONGYEE 402-935-77	15.76
08-NOV-18	J1223342	329408 PAYPAL *PHR INC 402-935-7733	176.00

04-DEC-18	Z0843545	1120 PAYPAL *GD5357117SH 402-935-77	24.88
E5749 Other Specific Use Supplies			
20-NOV-18	Z0842725	1102 FS *WEBODM.ORG 877-3278914 CA	47.00
E5920 Rent - Motor Vehicles			
18-SEP-18	J1217504	EA; Fleet vehicle rental 9/6-9/10	228.00

			\$24,920.11

Small Equipment (<\$5K)

E7815 <5K Technology Equip - Enterprise			
27-AUG-18	I2022204	Ryu, Jae H.	2543.98
E7830 <5K Computer Equipment Other			
16-NOV-18	I2038975	Ryu, Jae H.	3372.68
E7996 <5K Photographic Equipment			
07-SEP-18	I2024658	Ryu, Jae H.	2097.63
29-OCT-18	I2034722	Ryu, Jae H.	2120.00

			\$10,134.29

Tuition Remission and Training

E7140 Tuition and Fees - Grad Assistants			
13-AUG-18	J1213446	G1GB for 171-55579	744.00
13-AUG-18	J1213446	SHI1 for 171-55579	899.00
13-AUG-18	J1213446	T1GB for 171-55579	3932.00
10-OCT-18	J1220157	G1HD for 142-24168	415.00
10-OCT-18	J1220157	MPX1 for 142-24168	175.00
10-OCT-18	J1220157	T1HD for 142-24168	2185.00

			\$8,350.00

Total Expenses	\$	105117.23

7. Commercialization revenue - None to report at this time



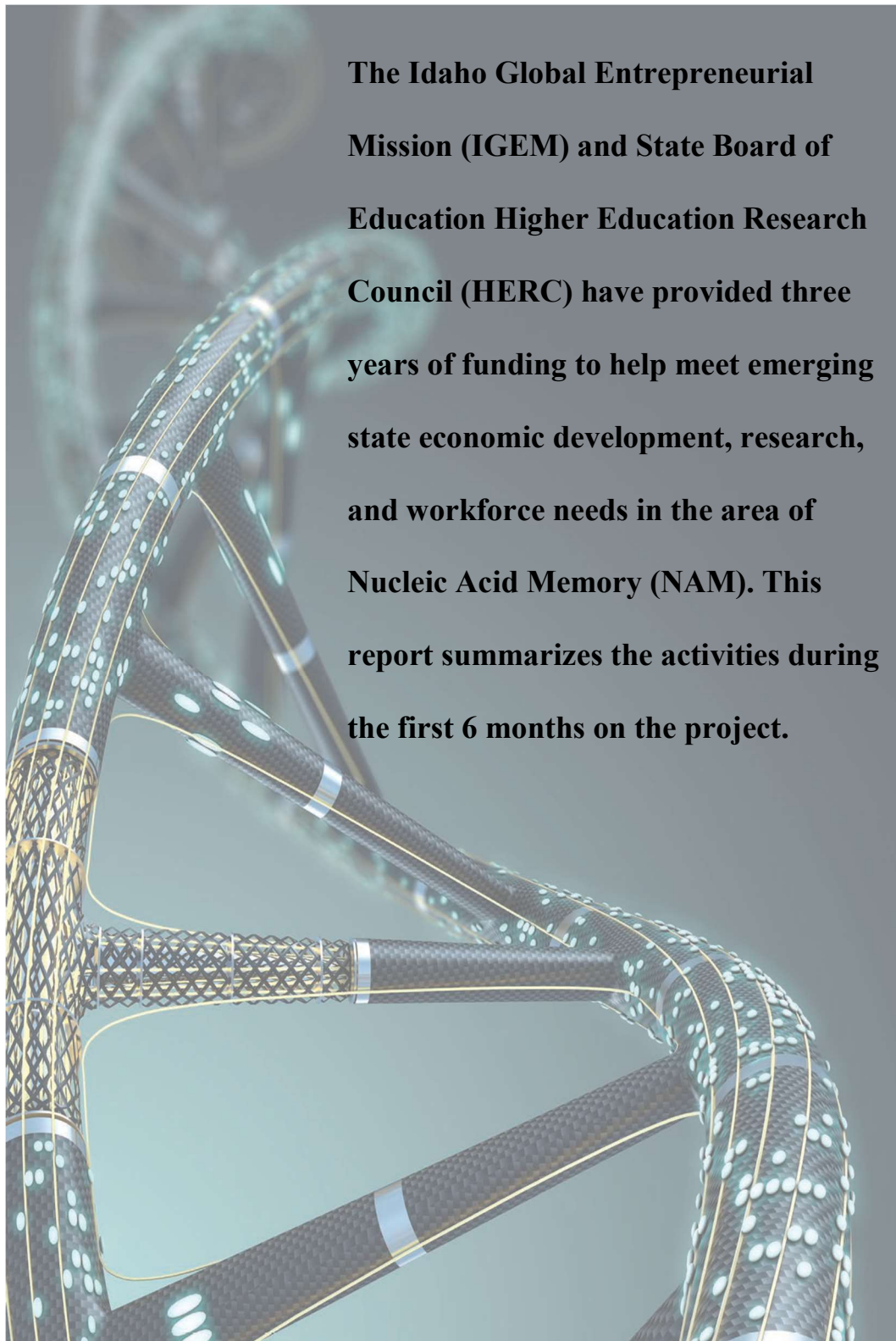
BOISE STATE UNIVERSITY

IGEM # 19-002: Nucleic Acid Memory

July 1, 2018 – January 1, 2019 Progress Report

Will Hughes
Chad Watson
Elton Graugnard
Tim Andersen
Reza Zadegan
Eric Hayden
Wan Kuang

I. Project Summary



II. Project Overview

In 2016, the digital universe produced 16 ZB (1 ZB = 1 trillion GB) of data. In 2025 it will create 163 ZB. These data, once generated, cascade through the information lifecycle — from primary storage media in the form of hard disks and solid-state drives to archival media such as tape. While the semiconductor industry maximizes the density, stability, and energy efficiency of electronic and magnetic memory, both are fast approaching their physical and economic finish lines. As envisioned by the new Semiconductor Synthetic Biology Roadmap, DNA-based massive information storage is a fresh start for memory manufacturing in the United States. According to our study with Micron, Harvard, and the Semiconductor Research Corporation (SRC), DNA has a retention time that ranges from thousands to millions of years, 1 kg of DNA can store the projected digital universe in 2040, and DNA's energy of operation is 100 million times less than current electronic memory. As a result, nucleic acid memory has become a global conversation, a national investment, an industrial opportunity, and a local strength in Idaho.

Our vision is to pioneer a digital data storage paradigm in Idaho by designing, building, and testing accessible, editable, and non-volatile nucleic acid memory (NAM) technologies that are inspired by DNA circuits and made possible by our innovations in DNA nanotechnology. With support from IGEM-HERC, we are creating a Nucleic Acid Institute to meet critical innovation, economic, and workforce development needs in Idaho. To expedite our vision of Idaho becoming a global leader in NAM, five tasks will be met over the life of the IGEM-HERC: Task 1 – Create improved algorithms for coding information into data strands. Task 2 – Create a high-throughput, integrated analytical engine to design and select data strands using quantitative metrics based on an in-house, evolutionary algorithm. Task 3 – Create a cellular factory for manufacturing DNA scaffolds using a rapid design, build, and test cycle of genomes. Task 4 – Design and fabricate NAM storage nodes using the DNA scaffolds. Task 5 – Read and write arbitrary files into NAM storage nodes using super-resolution microscopy.

III. Summary of project accomplishments

Task 1 – Create improved algorithms for coding information into data strands.

- Kelsey Suyehira successfully defended her Master of Science in Computer Science in September 2018. Her thesis topic was entitled, *Using DNA for Data Storage: Encoding and Decoding Algorithm Development*. Briefly described, when encoding binary data into sequences of DNA, algorithms should account for biological constraints representing the idiosyncrasies of working with nucleic acids. In response, Kelsey created the REDNAM software package (a.k.a. Robust Encoding and Decoding of Nucleic Acid Memory). REDNAM includes a novel-mapping scheme that converts digital information into codons while accounting for important constraints when working with DNA. For example, it removes biologically active codes — such as start codons and some known promoter regions — avoids multiple repeats of unique nucleotides, and excludes repeating sequence strings. In doing so, Kelsey developed a schema mimicking how information has evolved to be efficiently encoded into natural DNA while also accounting for the errors that often arise when working with synthetic DNA. She also integrated her mapping scheme into a fountain code in an implementation that balanced information density with error correction. The result is that REDNAM recovers 100% of its data in spite of introducing random errors into the DNA. It also achieved a speed up of 2x for encoding and 435x for decoding digital information when compared to state-of-the-art fountain codes found in the literature. As shown below, Kelsey's thesis resulted in one publication and two conference proceedings that established a foundation for this award, with two more publications that are in preparation.

- K. Suyehira, S. Llewellyn, R.M. Zadegan, W.L. Hughes, T. Anderson, "A Coding Scheme for Nucleic Acid Memory (NAM)," IEEE Workshop on Microelectronic and Electron Devices, pp 1-3, 2017.
- R.M. Zadegan, K. Suyehira, S. Llewellyn, T. Andersen, W.L. Hughes, A Coding Scheme for Digital Data Storage in Nucleic Acid Memory (NAM), DNA 23, (September 2017), Austin, TX, USA.
- R.M. Zadegan, K. Suyehira, S. Llewellyn, T. Andersen, W.L. Hughes, A Biologically Inspired Coding Scheme for Nucleic Acid Memory, FNANO, (April 2017), Snowbird, UT, USA.

Task 2 – Create a high-throughput, integrated analytical engine to design select data strands using quantitative metrics based on an in-house, algorithm.

- Michael Tobiason is completing his PhD in the Micron School of Materials Science & Engineering. With an expected graduation date in 2019, his dissertation topic is entitled, *Engineering Kinetically Uniform DNA Devices*. Briefly described, the relationship between DNA sequence and the rate of DNA reactions is not well understood. In response, Mike has hypothesized that observed kinetic variations in the literature arise due to unintentional base pairing in DNA. He has found that ranking model DNA devices based first on the size (in base-pairs) of the largest unintentional structure and then the count (number of structures of this size) reliably identifies sequences with improved kinetic reproducibility. To engineer DNA devices based on this principle, Mike created an evolutionary algorithm and software package called Sequence-Evolver. By engineering DNA devices with favorable interference profiles using Sequence-Evolver, Mike experimentally demonstrated that DNA kinetics vary by a factor of two or less when his sequences satisfy four conditions: (1) no intramolecular interferences longer than 2 base-pairs, (2) no intermolecular interferences longer than 4 base-pairs, (3) no stretches of consecutive cytosines or guanines longer than 3 base-pairs, and (4) no stretches of consecutive adenines or thymines longer than 6 base-pairs. Taken together, his findings support the hypothesis that kinetic variation arise due to interfering events and that kinetic reproducibility is possible through sequence optimization.

Task 3 – Create a synthetic biological factory for manufacturing DNA scaffolds using a rapid design, build, and test cycle of genomes.

- Steven Burden is completing his PhD in Biomolecular Sciences and is expected to graduate in 2020. His dissertation topic is the development of nucleic acid biosensors with allosteric fluorescence signals. Supporting the Vertically Integrated Project (see section VI), Steven is organizing the training of six undergraduate students to produce, purify, and ensure the quality control of single-stranded DNA scaffolds from a manufacturing perspective. During the Fall 2018 semester, the undergraduate students built basic synthetic biology research skills including DNA primer design and validation in polymerase chain reaction, digital design and sharing of

DNA sequences, bacterial transformation and cloning, gel electrophoresis, and DNA quantification and quality control using ultra-violet absorbance.

- A simple, cost-efficient, and time-saving method for the generation of modified and unmodified long linear ssDNA molecules up to 40 kilobases is under development using a method called asymmetric PCR (aPCR). This method enables direct synthesis of the single-stranded DNA from the template DNA and does not require purification steps. The single-stranded DNA fidelity has been verified by gel electrophoresis and by sequencing.

Task 4 – Design and fabricate NAM storage nodes using the DNA scaffolds.

- Sadao Takabayashi is completing his PhD in the Micron School of Materials Science & Engineering while working full time at Micron. He is expected to graduate in 2019 and his dissertation topic is *Patterning and Fabricating with DNA*. Foundational to this IGEM-HERC award, Sadao demonstrated high density and selective adsorption of DNA origami onto boron implanted silicon substrates made by Micron, which resulted in the below listed publication. He has since observed that surface adsorption is inversely proportional to the pattern feature size, and the smaller the pattern, the more pronounced the effect.
 - S. Takabayashi, S. Kotani, J. Flores-Estrada, E. Spears, J.E. Padilla, L. Godwin, E. Graugnard, W. Kuang, S. Sills, W.L. Hughes, “Boron-Implanted Silicon Substrates for Physical Adsorption of DNA Origami,” *International Journal of Molecular Sciences*, vol 19, issue 9, number 2513, pp 1-12, 2018.
- Dr. Reza Zadegan, Assistant Research Professor on the project, has designed, built, and tested preliminary digital NAM (dNAM) structures. He has tested three iterations of rectangular NAM structures that have the capacity to contain 16-256 bits of binary information. Initial screening is underway to evaluate the resolution during super resolution microscopy, rate of structural errors, and direction/orientation of NAM. When completed, these parameters will inform future NAM prototypes.

Task 5 – Read and write arbitrary files into NAM storage nodes using super-resolution microscopy.

- In support of this task, Drs. Wan Kuang and Elton Graugnard are pursuing a new super-resolution microscope to push the ultimate optical resolution for NAM. As a starting point, Nikon demoed a microscope at Boise State which had an ultimate demonstrated resolution of 20 nm, which is lower

than the resolution of our in-house microscope of ~14 nm point-to-point. In response, Kuang and Graugnard visited Leica labs in the Bay Area and UC Davis to evaluate two Leica super resolution microscopy systems. The research team is now in conversation with MadCityLabs about real-time camera-based drift correction and the demo is pending. This is in alignment with them pursuing options for building an advanced super-resolution microscope at Boise State.

- Using their current SRM system, the team demonstrated staple strand yield improvement due to PAGE filtration and docking-sequence dependent PAGE filtration.

IV. Demonstration of economic development and impact

Demonstration of Economic Development and Impact	Number
External Funding	\$ 1,500,000
News Releases	3 articles
Private Sector Engagement	14 companies
University Engagement	11 universities
Federal Agency Engagement	5 agencies
Industry Involvement	2 companies
Patents	0
Copyrights	0
Plant Variety Protection Certificates	0
Technology Licenses Signed	0
Start-up Businesses Started	0
Jobs Created outside of Boise State University	0

Shortly after the IGEM-HERC award, the National Science Foundation (NSF) in collaboration with the Semiconductor Research Corporation (SRC) jointly awarded the research team \$1,500,000 to address the scientific challenges facing NAM technologies. The funding mechanism was called *Semiconductor Synthetic Biology for Information Processing and Storage Technologies*. Boise State was one of the few universities in the country to receive the prestigious award in the first round of competition. Other awardees included: MIT, Stanford University, University of Washington, and UT Austin. Prior to the release of this award mechanism, Drs. Will Hughes and Reza Zadegan coauthored the Semiconductor Synthetic Biology Roadmap in collaboration with the SRC, which helped steer the federal investments.

Because of the below listed consortium, industry involvement on the research project includes Gurtej Sandhu (Micron Technology Vice President) and Victor

Zhirnov (SRC Chief Scientist) who jointly serve as the co-chairs of the NAM Institute at Boise State University. According to Gurtej Sandhu, *“the leadership and innovation of this research team has brought them to the threshold of becoming a world class player in the research, development and education of nucleic acid memory.”*

Industry Partners (14)	University Partners (11)	Federal Partners (5)
Autodesk GenoCAD Ginkgo Bioworks Globalfoundries IBM Intel International Data Corp Mentor Graphics Micron Microsoft Mubadala Technology Raytheon SynBioBeta Twist Biosciences	Boise State Boston University Brigham Young U. Columbia University Dartmouth Georgia Tech NC State University UCLA UIUC UNC Greensboro U. of Washington	- Army Research Office (ARO) - Department of Defense (DoD) - Office of Naval Research (ONR) - National Institute of Standards & Technology (NIST) - National Science Foundation (NSF) - Intelligence Advanced Research Projects Activity (IARPA)

For additional information, below are three news releases related to our work.

- **New NSF awards support the creation of bio-based semiconductors**, Sarah Bates, National Science Foundation, July 16, 2018.
www.nsf.gov/news/news_summ.jsp?cntn_id=295968&org=NSF
- **How Micron’s business could change dramatically from this research at Boise State**, David Staats, Idaho Statesman, September 27, 2018.
www.idahostatesman.com/news/business/article218442875.html
- **Boise State University awarded \$3.5 Million to research storing data on DNA**, Sherry Squires, August 28, 2018.
<https://news.boisestate.edu/update/2018/08/28/boise-state-university-awarded-3-5-million-to-research-storing-data-on-dna>

In response to this momentum, Will Hughes has been invited to give a keynote talk on the Nucleic Acid Memory Institute at Boise State to VentureCapital.org (VCO) Investor’s Choice Conference on February 20, 2019. The stage will be shared with senior leadership at Micron Technology. As a non-profit organization, VCOs mission is to improve the human condition by helping technology-based entrepreneurs “get started, find money, and change the world”. Supported by the Wayne Brown Institute in Salt Lake City, VCO pulls together a powerful network of venture professionals who are actively engaged in advancing the impact of entrepreneurs in the United States.

V. Numbers of student, staff, and faculty participation

Classification	Number
Tenured or Tenure Track Faculty	5
Research Faculty	1
Project Manager	1
Graduate Students	6
Undergraduate Students	6

Critical to the success of any research initiative are the people that make up the project team. As part of the IGEM-HERC, we have six faculty (Will Hughes, Tim Andersen, Wan Kuang, Elton Graugnard, Eric Haden, and Reza Zadegan) and a project manager (Chad Watson). We have also transitioned three graduate students (Mike Tobiason – Task 2; Steven Burden – Task 3; Chris Green – Task 5) to this project and have recruited and hired three additional graduate students (Shoshi Llewellyn and Golam Md Mortuza – Task 1; Elijah Spears – Task 4 and 5). In addition, we hired Kelsey Suyehira, who is a recent graduate student from Computer Science that completed her Master of Science on the project. Ms. Suyehira helped transition graduate students focused on Task 1, while also working toward two project-related publications in which she is the lead author. In support of increasing the research productivity, the faculty are aggressively recruiting two postdoctoral fellows in the areas of nanofabrication and super-resolution microscopy to respectively work with Graugnard and Kuang. After an international search consisting of two advertisements, 42 applicants have applied, 8 finalists have been down-selected and 6 have been interviewed.

In support of this multidisciplinary team, a Vertically Integrated Project (VIP) was also launched in Fall 2018. As active participants in and co-owners of the Vertically Integrated Project courses called VIP 200, 400, 500 Bio-Innovations, undergraduate and graduate students enroll into a multi-year and multi-disciplinary research team that provides ongoing course and teaching credit. As of Spring 2019, six students have enrolled and are engaging in research activities aimed toward the production, purification, and quality control of new single-stranded DNA origami scaffolds. These students are being mentored by two previous VIP students with over 2 years of experience in the Eric Hayden lab, a fourth year PhD student, as well as the faculty members involved in the project. The students include sophomore Biology Major Ben Balzer, Junior Biology Major Madison Edwards, Hailey Jorgenson a senior pre-med student with a visual art minor, a senior Biology major Isaiah Keylor, and a senior Health Studies major Tia Senger. We are excited by the representation of women in this group,

the diversity of the majors and minors, and different levels of progress towards degrees. All students reported positive experiences, and all have signed up for the VIP course this semester (Spring 2019).

VI. Description of future plans

Task 1 – Create improved algorithms for coding information into data strands.

- Experimentally validate REDNAM by encoding and decoding digital information using synthetic DNA. The information will be read using commercially available next-generation sequencing. Once validated, the synthetic DNA will be randomly degraded under various doses to test REDNAM's ability to tolerate defects. Based on the performance of the tool, we will improve its robustness by accounting for better error correction techniques for insertion/deletion errors.
- Building on the success of REDNAM, we will create an optimal encoding/decoding algorithm specific to the digital NAM (dNAM). Concurrently, we will develop and publish a website for DNA-based encoding/decoding of data.

Task 2 – Create a high-throughput, integrated analytical engine to design select data strands using quantitative metrics based on an in-house, algorithm.

- Once published, the Sequence-Evolver software package will become an open source collaborative initiative available in the GitHub repository (<https://github.com>). It will also be posted on the website outlined above in Task 1. Once published, we will optimize the Sequence-Evolver software package to generate sequences specific to NAM, including but not limited to the scaffold strands, staple strands, and the strands used during super-resolution microscopy. In anticipation of needing to use the software tool for more complex jobs, Sequence-Evolver will be expanded to work on a supercomputer platform for larger NAM applications.

Task 3 – Create a synthetic biological factory for manufacturing DNA scaffolds using a rapid design, build, and test cycle of genomes.

- Building on the initial success of the VIP project, graduate and undergraduate students will continue to collaborate to design and build synthetic phagemids for single-stranded DNA synthesis, and to quantify single-stranded DNA harvested from bacterial culture.

- The design space for scaffolds is quite large, and students will be initially challenged to build larger scaffolds with high yield. Our initial goal will be to double the size of the scaffold with the same molar yield of single-stranded DNA as M13mp18, which is the gold standard. To maximize exploration, the students will be divided up into two teams, each organized by an experienced undergraduate researcher, and each with guidance and mentorship from PhD student Steven Burden and Dr. Reza Zadegan.

Task 4 – Design and fabricate NAM storage nodes using the DNA scaffolds.

- DNA origami will be designed for dNAM using in-house scaffolds. In addition, they will be tested in-house using our super-resolution microscope. Synthesis yield and defect rates for the origami structures will be quantified using super-resolution microscopy. In addition, initial origami structures will be designed for sequence NAM (seqNAM).

Task 5 – Read and write arbitrary files into NAM storage nodes using super-resolution microscopy.

- Incorporate upgrades to existing super-resolution microscope to both improve its resolution and extend its fluid handling.
- Toward higher resolution, the team will design and build a custom super resolution NAM reading platform capable of sub-10 nm resolution.

VII. Summary of Budget Expenditures

The below table summarizes expenditures associated with the project. O&E has helped support the postdoctoral research scientist searches and the purchase of modified and unmodified DNA oligos. The oligos are used to assemble NAM blocks and to perform super-resolution microscopy studies. Funds were also allocated to purchase polymerase enzymes and primer oligos necessary for asymmetrical Polymerase Chain Reactions (PCR). The team is currently assessing super-resolution equipment to be purchased under capital.

Category	Expended
Faculty and Staff Salary	\$32,344
Graduate Students Salary	\$40,425
Fringe Benefits	\$14,824
Graduate Student Tuition and Fees	\$13,791
O&E	\$17,839
Capital	0

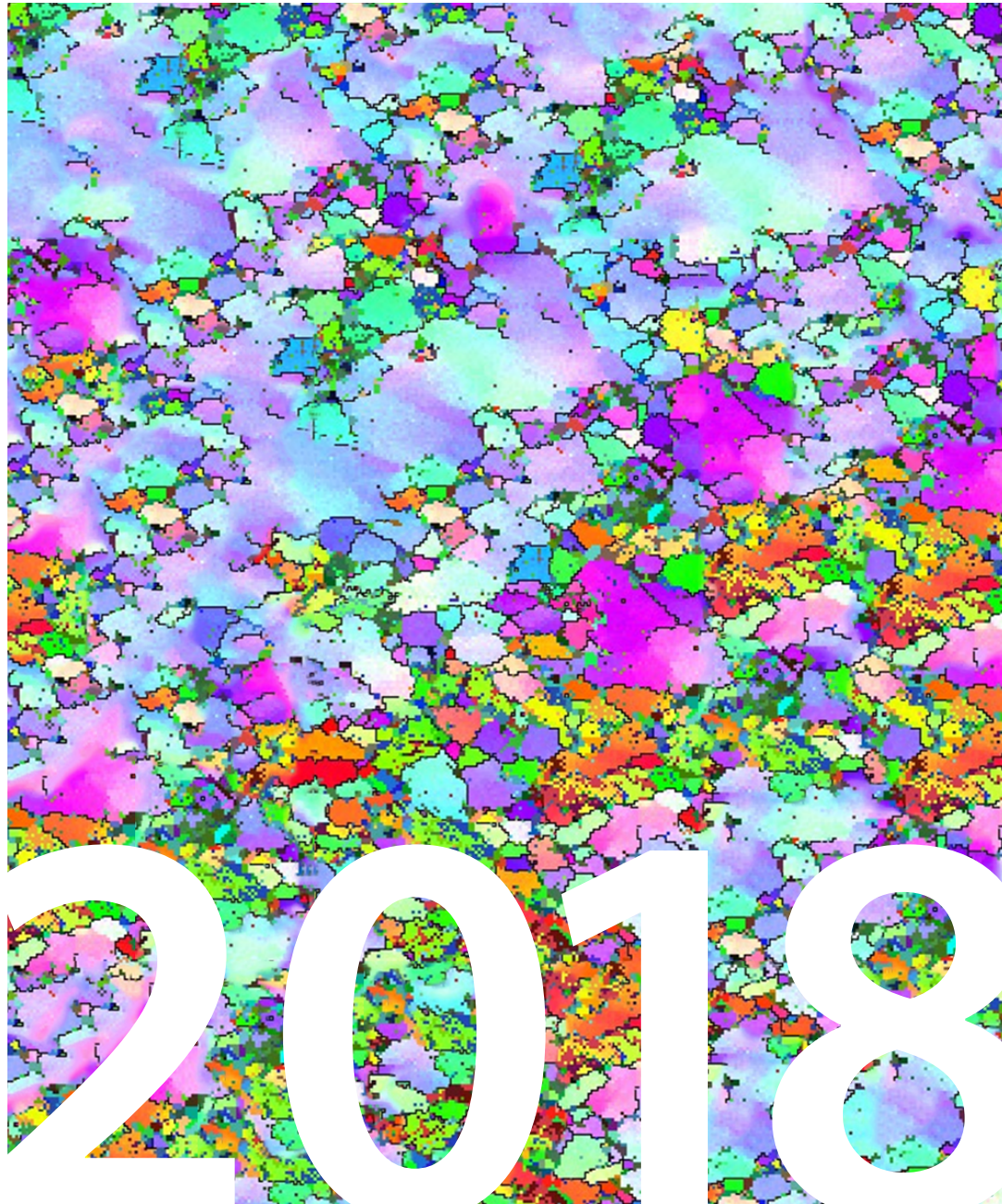
VIII. Commercialization Revenue

Commercialization	Revenue
None.	\$0

IX. Additional metrics established specific to individual project

Metrics	Number
External Funding	\$1,500,000
Software Tools Created and Initially Validated	3
Master of Science Thesis Awarded	1
Peer-Reviewed Publications	1
Manuscripts in Preparation	4
VIP Program Enrollment (grad and undergrad)	7
National and International Postdoc Recruitment	42

Listed above are specific, objective, measurable, and realistic performance metrics to gauge project success and economic impact, many of which have been distributed throughout this report and are consolidated here for ease of review.



C A E S A N N U A L R E P O R T

October 1, 2017-September 30, 2018





“I’ve never
seen collaboration
more successful
than at CAES.”

Brad Little
Lieutenant Governor, Idaho
(elected Governor Nov. 6, 2018)

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ON THE COVER:
AN ELECTRON BACKSCATTER
DIFFRACTION PATTERN OF A HIGH-
TEMPERATURE, IRRADIATION-RESISTANT
THERMOCOUPLE (NIOBIUM-
ZIRCONIUM SHEATH) USED FOR
TEMPERATURE MONITORING INSIDE
A NUCLEAR REACTOR CORE. IMAGE
CAPTURED ON A SCANNING ELECTRON
MICROSCOPE INSIDE BOISE STATE
UNIVERSITY’S CENTER FOR MATERIALS
CHARACTERIZATION (BSCMC) IN THE
MICRON SCHOOL OF MATERIALS SCIENCE
AND ENGINEERING. COURTESY OF BRIAN
JAQUES, PH.D.



DIRECTOR'S LETTER

I'll never forget the evening of August 5, 2012, when a NASA probe entered the Martian atmosphere, deployed a parachute, and landed the Curiosity Rover successfully on the Red Planet. People around the world gathered to watch and witness this historic accomplishment. But behind all the action were the herculean efforts of thousands of engineers, researchers, scientists, policy-makers, and support staff who helped make this historical event possible. Moments like these are meticulously prepared, the execution must be precise, and collaboration is more than a desire, it's a necessity. In fact, behind every great event, invention, or organization lies the effort of many.

With thoughts of achieving greatness on our minds, CAES took the opportunity this year to engage in a detailed strategic planning process that allowed us to pause – momentarily – from the daily shuffle of meetings, assignments, and project deadlines to reassess what makes us relevant, valuable, and necessary to our stakeholders. This inclusive and transparent process resulted in an ambitious, forward-looking strategic plan that sets CAES on a course for success over the next 20 years.

Our new strategy earned unanimous support from leaders at each of our five member organizations. The strategy focuses on collaboration and leveraging our collective resources, expertise, and facilities to act as a force multiplier in research, education, and innovation. It's this leverage that will allow us to take on significant technical challenges that will create a better energy future for the region, nation, and the world.

While our new mission, vision, and strategy set the course for the future, it's just as important to reflect on some of the year's other significant achievements. As you read this year's annual report, you'll see numerous highlights, accomplishments, and statistics that provide a glimpse of the value CAES provides its members and where we are headed in the future. You'll read about joint research that is solving critical challenges; you'll see the researcher, staff, and student connections and research wins made through CAES collaborations; and you'll hear about the positive impact we are having on our stakeholders at the universities and INL.

I hope you find this year's report engaging and inspiring. During the last fiscal year, it was the work of many researchers, faculty, staff, students, and countless supporters like you working together to make CAES successful. As an organization centered around collaboration, I truly value your input and feedback. At any time, please reach out to me or anyone on our leadership team. Thank you for your support during this process, and we look forward to hearing from you soon.

Sincerely,

Noël Bakhtian, Ph.D.
CAES Director

Collaboration Inspiring Innovation and Impact

2019-2039 CAES STRATEGY

CAES Releases New 20-Year Strategic Plan

Ten years ago, the Center for Advanced Energy Studies (CAES) was founded as a catalyst to activate world-class research assets at Idaho National Laboratory in combination with research universities in the region. CAES

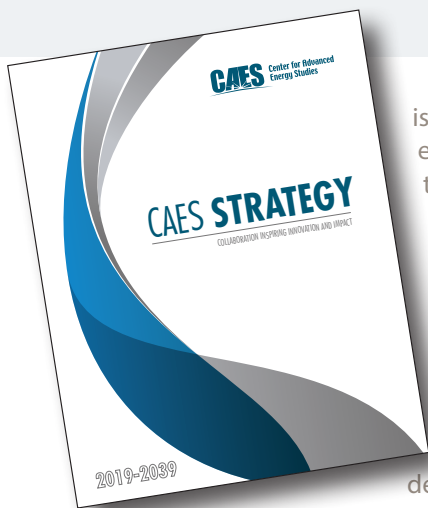
and a wave of new and advanced facilities. As energy, environmental, and national security challenges persist, we believe we can be doing even more to positively impact the world's energy future.

Vision

Our vision is to create a better energy future through collaboration that inspires energy leadership, ignites technology innovation, and catalyzes global impact.

Mission

CAES is the collaboration that inspires innovation and impact by leveraging our collective capabilities to empower students, researchers, faculty, and industry to accelerate energy solutions.



To read the entire CAES strategic plan, visit
www.caesenergy.org

is focusing future collaborative efforts to discover and bring to market the approaches, technologies, and solutions to create measurable and lasting impacts for the people of Idaho and Wyoming, the nation, and the world.

CAES already benefits from a proud tradition, dedicated leadership team, broad community support, and public wins in the form of joint federal projects awarded, collaborative publications, joint appointments,

Thanks to your support, CAES spent the last fiscal year redefining its strategic direction through a series of stakeholder engagement meetings, listening sessions, focus groups, surveys, and internal discussions. Beginning in November 2017 and continuing through March 2018, CAES hosted five large working group meetings bringing together the leadership and stakeholders from all five CAES member organizations to discuss specific areas of focus. More than 500 people attended these forums, providing feedback and ideas, and

helping craft CAES' major focus areas and strategic direction. Some of the ideas generated led to laboratory funding and the development of federal research proposals, white papers, and capabilities road maps.

Through the summer of 2018, the CAES leadership team worked diligently to capture the best ideas from the year of discussion and develop them into a comprehensive 20-year strategic plan. At least 2,000 hours were spent on this project, and while it was a challenging effort, our future is stronger for having gone through the process. On Nov. 7, 2018, the CAES Steering Committee approved the new strategy. Today, CAES researchers, faculty, staff, and students are working to implement the tactical actions that will lead to lasting, long-term results that elevate CAES' potential impact.

collaboration between researchers, faculty, students, staff, policy-makers, members of industry, entrepreneurs, and many more. Our efforts will focus on several grand challenges including nuclear energy; advanced manufacturing; cybersecurity; energy-water nexus; innovative energy systems; energy policy; and computing, data, and visualization. In each of these areas, there are stark challenges, but enormous opportunities we look forward to tackling together.

Over the next year, we will broadly share our strategy as we begin the long but necessary road toward implementation. We know that to achieve success, we must work together to accelerate research, develop the workforce of the future, and innovate technology for global impact. Our goal is to move the world forward toward a better energy future. We hope you'll join us.

The new CAES strategy rests on three strategic pillars: Research, Education, and Innovation. These pillars set the foundation for a series of major deliverables that will be achieved through a concerted, multiyear effort leading to an unprecedented level of

3

PILLARS

7

FOCUS AREAS

20

YEARS





“Sakae Casting opened its Idaho Falls office ... They have been busy collaborating with CAES to bring their unique technology to bear in the nuclear industry—it could greatly impact how we handle storage of spent fuel.”

Rebecca Casper, Ph.D.
Mayor, City of Idaho Falls
2018 State of the City address

RESEARCH HIGHLIGHTS

CAES Research Team Wins \$237,000 IGEM Grant for Spent Nuclear Fuel Storage Research

In 2018, a CAES research team was awarded a one-year, \$237,000 grant from the Idaho Global Entrepreneurial Mission (IGEM) program. The funding was used to model heat-transfer properties for a new spent nuclear fuel storage cask that aims to reduce the amount of time irradiated nuclear fuel stays in water-cooled fuel pools. The project is led by researchers Bob Borrelli and Rich Christensen, both from the University of Idaho, with support from Boise State University's Brian Jaques, and Idaho National Laboratory's Piyush Subharwall.

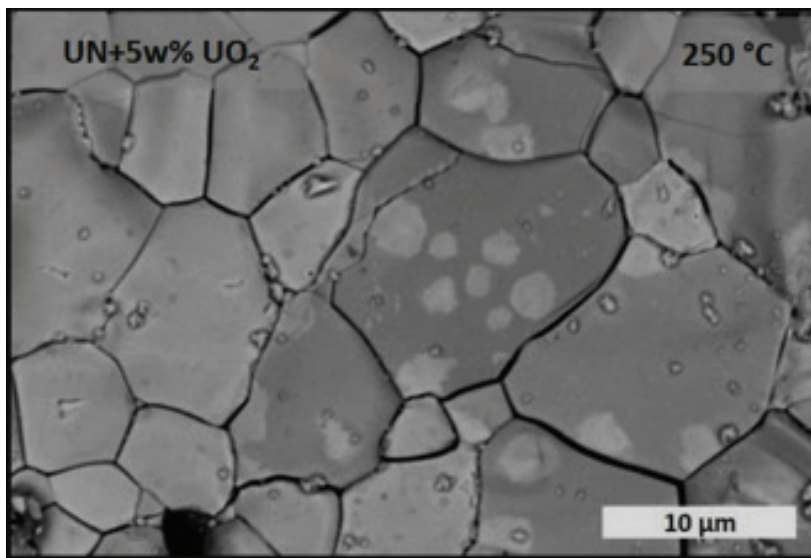
Using computer-aided design software, researchers designed models of aluminum plates infused with boron – a material particularly suited for neutron absorption – capable of fitting inside a newly designed spent nuclear fuel

cask. If successful, the plates and cask design will work together to provide additional layers of neutron and gamma ray shielding, while also cooling the spent nuclear fuel assemblies. This means spent nuclear fuel could be moved out of water pools and into dry storage faster than with the current cool and wait method.

This project also involved technical experts from Tokyo, Japan's Sakae Casting and Blackfoot, Idaho's Premier Technology, along with team members from the College of Eastern Idaho, and Table Rock LLC, a Virginia-based consulting firm focused on Nuclear Regulatory Commission compliance.

CAES Researcher Wins \$300,000 Grant from DOE's Geothermal Technology Office

As more renewable energy sources are added to the electric grid, power plant operators must continually adjust output to match needs. Since the bulk of U.S. electricity is produced using large spinning turbines and generators powered by natural gas, coal, and nuclear plants, cycling the power flow on and off is time consuming and taxing on the machinery. A potential solution could come by storing excess heat energy in a dynamic earth energy-storage system, or deep underground battery. This concept was proposed by CAES researcher Travis McLing, who picked up a \$300,000 grant from the U.S. Department of Energy's Geothermal Technology Office, to study the feasibility and methods for pumping excess power plant heat into briny, subsurface reservoirs located deep beneath the earth. The project involves several researchers, including McLing and Daniel Wendt from Idaho National Laboratory; Christine Dought, Nic Spycher, and Pat Dobson from Lawrence Berkeley National Laboratory; Dakota Roberson from the University of Idaho; and Fred McLaughlin from the University of Wyoming. Support for the project will also come from Rocky Mountain Power.



The surface sheath of a High Temperature Irradiation Resistant thermocouple after a ductility test as captured on a scanning electron microscope. The image is part of a collaborative research project between BSU and INL geared toward instrumenting nuclear reactor cores.



“The days are done when a single researcher can solve a problem alone. CAES is effective because it has a deep bench of talent to draw from, and I know there are some grants and proposals we wouldn’t have gotten had it not been for our affiliation with CAES.”

Mark Rudin, Ph.D.
President, Texas A&M Commerce
Former Vice President of Research
and Economic Development,
Boise State University and former CAES
Steering Committee Member

University of Idaho Wins \$700,000 IGEM Grant with CAES Support

The University of Idaho (UI) will work with food processors and suppliers in the Pacific Northwest to support reductions in their energy, water, and waste footprints as part of a new Idaho Global Entrepreneurial Mission (IGEM) grant awarded to UI and its partners around the state. The Idaho Department of Commerce recently released the first \$700,000 installment of the \$2.1 million grant earlier this month, with an additional \$1.4 million in funding anticipated over the next two years. Professor Karen Humes, an expert in hydrology and geospatial science in UI's College of Science, will lead efforts to pilot, demonstrate, and transfer technologies that will help food processors and producers reduce water and nutrient use, as well as recycle nutrients and other valuable byproducts. Initial funding to develop the grant proposal was provided by CAES.

CAES Hosts Five Major Working Meetings to Inform Strategy Development

Approaching its 10-year anniversary, CAES underwent a significant revision of its strategic plan during the fiscal year. To help inform the development of the new strategy, five large collaborative meetings were held. Of the meetings, three had a focus on research in nuclear energy, national security, and clean energy. Participants shared their capabilities and expertise, offering their wants, needs, and ideas for the future direction of CAES' success. The goal of each meeting was to share the vision of the major areas of research that will benefit from collaboration in the next 3 years. All five meetings were held to identify gaps and challenges that CAES could help resolve by leveraging shared assets from each of the CAES member organizations.



Students and faculty conduct research at the University of Idaho's Water Research Center in Boise.



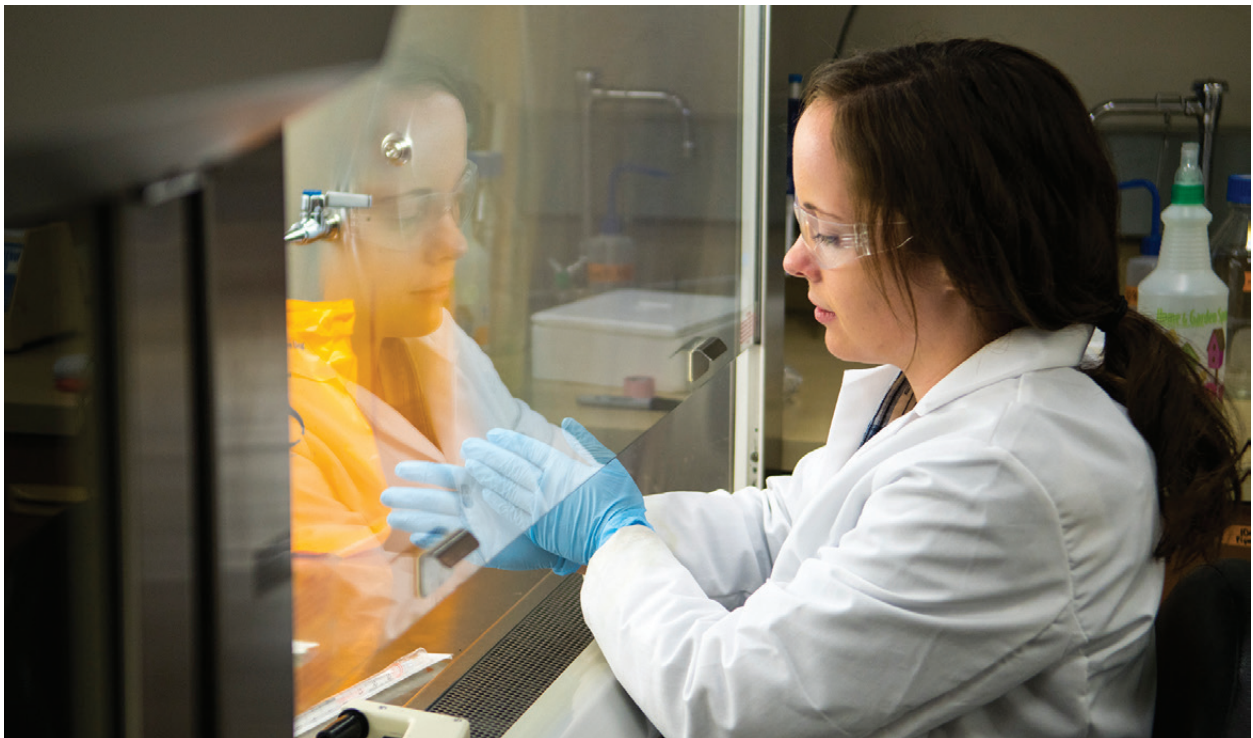
“Think of the earth as a perfect YETI cooler. It’s an inherently good place to store heat, and we hope this research will take geothermal energy from a western boutique power source to a nationwide power source.”

Travis McIning, Ph.D.
Laboratory Lead,
CAES Fluids Laboratory

CAES and Idaho Accelerator Center Host Isotope and Materials Working Meeting

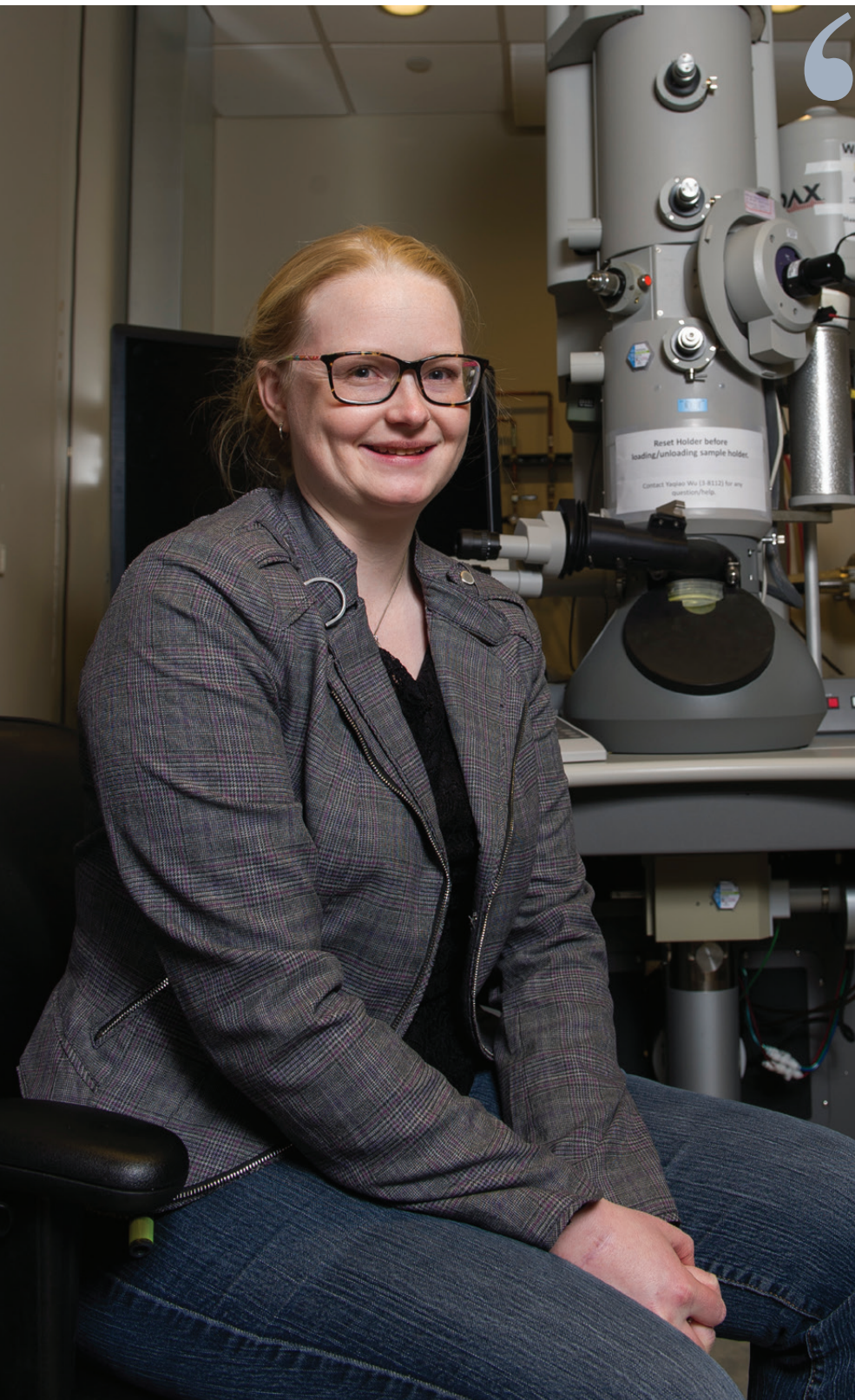
In June, CAES and Idaho State University (ISU) hosted a two-day working meeting in Idaho Falls aimed at forming a collaborative research initiative between CAES member institutions and the Idaho Accelerator Center (IAC). The working meeting began the process of creating dialogue between CAES entities, as well as development of a usage and capabilities road map for the center. It also answered questions about future facility needs for advancing isotope and nuclear materials science. Located in Pocatello, the IAC is a research facility operated by ISU featuring an array of electron accelerators for nuclear physics applications. A collaborative research planning meeting at CAES led to the discussion.

A researcher works inside a fume hood inside the Energy Innovation Laboratory.



CAES Hosts Molten Salt Working Meeting at University of Wyoming

CAES and the University of Wyoming held a collaborative working meeting in July focused on grid-scale energy storage systems. The purpose of the meeting was to discuss the current status, research gaps, CAES comparative advantage, and future prospects for grid-scale energy storage using molten salt systems. The meeting was attended by 32 individuals from Idaho National Laboratory, Boise State University, Idaho State University, the University of Idaho, the University of Wyoming, and Brigham Young University-Idaho. Collaboratively, the group developed a white paper outlining CAES capabilities in scientific, engineering, and economic drivers impacting molten salt energy storage. The group plans to continue meeting to develop a road map for a future federally funded research proposal that relates to molten salt energy-storage systems. The working meeting is the result of a collaborative research planning meeting that CAES held on clean energy.



“The materials challenge is the biggest one for advanced reactors. Ultimately, this research will help engineers understand how long a reactor can be run before adverse conditions in the cladding need to be addressed.”

Elizabeth Getto, Ph.D.
CAES MaCS Lab customer
Assistant Professor,
U.S Naval Academy

CAES Energy Policy Research Conference Draws Sell-Out Crowd

CAES' Energy Policy Institute (EPI) hosted the eighth annual Energy Policy Research Conference at Boise State University in early September. Since 2011, the conference has brought researchers together from across the world to discuss a widerange of energy research topics including engineering, economics, law, political science, and other policy-relevant fields. A sellout crowd of more than 200 scholars, students, and practitioners from academia, industry, government, and nonprofits were on hand during this year's event. CAES Director Noël Bakhtian and CAES Fluids Laboratory Lead Travis McLing participated on an energy-water nexus panel session. The event was led by Kathleen Araújo, the new EPI director. Next year's conference will return to Boise Sept. 29–Oct. 1, 2019.

University of Wyoming's Coddington Mentions CAES in Senate Testimony

Testifying before the U.S. Senate's Environment and Public Works Committee in November, the University of Wyoming's Kipp Coddington referenced his ongoing, collaborative relationship with CAES. Coddington, the director of the Carbon Management Institute at the School of Energy Resources, testified before the committee at a hearing titled "Promoting American Leadership in Reducing Air Emissions Through Innovation." During his testimony, Coddington outlined the numerous ways the university is examining methods to reduce carbon emissions through innovative technologies including research into carbon capture, utilization, and sequestration technologies. The Senate committee is chaired by Wyoming Sen. John Barrasso.



*Participants at the 2018
CAES Energy Policy Research
Conference in Boise.*

Naval Academy First Military School to Use CAES MaCS Lab

In January, Elizabeth Getto, a mechanical engineering instructor at the U.S. Naval Academy, conducted research using tools inside the CAES Microscopy and Characterization Suite. Through the Department of Energy's Nuclear Science User Facilities program, Getto conducted a rapid turnaround experiment to study the effects of radiation and welding on oxide dispersion strengthened steels, commonly used in reactor vessels. The research represented the first time a U.S. military academy had taken advantage of the unique capabilities found in laboratory. Other institutions conducting microscopy work inside CAES this year include the University of Oxford, Purdue University, Texas A&M University, and the Massachusetts Institute of Technology.



“Working at CAES has provided me access to remarkable people who took the time to talk with me about any topic of interest I brought to them.”

Emma Redfoot
Fellow, OKLO Inc.
Former CAES Graduate
Researcher



Idaho State University students examine samples inside a glovebox.

Governor's LINE Commission Receives CAES Update

In May, the Leadership in Nuclear Energy (LINE) Commission 3.0 met in Arco for a quarterly briefing. During the meeting, the commission received an update from CAES Director Noël Bakhtian. This was the first time the commission had received a CAES briefing since 2012. During her presentation, Bakhtian provided an overview of the CAES mission and vision, spoke to the values CAES provides to the state, Idaho National Laboratory (INL), and the four member-universities. She also addressed operational activities including the hiring of a new leadership team and fiscal year plans to produce a refreshed multiyear strategic plan. The presentation concluded with a series of recent accomplishments and questions from commission members. Along with Bakhtian, additional members of the LINE Commission affiliated with CAES include INL's laboratory director and the three vice presidents for Research and Economic Development from Idaho's public research universities.

Working Meetings

In FY-18, CAES hosted several collaborative meetings.

Clean Energy Collaborative Research Planning Meeting – November 2017

Nuclear Energy Collaborative Research Planning Meeting – February 2018

National Security Collaborative Research Planning Meeting – February 2018

Education Collaborative Research Planning Meeting – March 2018

Industry Collaborative Research Planning Meeting – March 2018

Idaho Accelerator Center Roadmap Meeting – June 2018

Molten Salt Working Meeting – July 2018

Consolidated Innovation in Nuclear Research Joint Meeting – August 2018

Global Materials Working Meeting – August 2018

Energy Policy Research Conference – September 2018

Carbon Conversion Working Meeting – September 2018



“ At CAES, I have the opportunity to work with experts from diverse fields and areas of expertise. It can be challenging at times, but when you’re able to help a researcher succeed, that’s rewarding. ”

Kristi Moser-McIntire
CAES Safety Officer,
Idaho State University

CAES Hosts Materials Science Roadmap and Capabilities Meeting at Boise State University

CAES hosted a materials science road map and capabilities meeting in August. The event was the first in a series of gatherings at CAES member universities to enable INL scientists and university faculty the opportunity to meet and tour the unique capabilities in materials science and other research areas that exist on campus. During the two-day event, attendees received a detailed set of briefings on research and development work currently underway in the materials science field. Attendees also heard about the strategic directions of the university's materials science program. Approximately 60 people from INL and the four CAES member universities attended the event. The next capabilities meeting will be held at a different CAES member university.



CAES Hosts Carbon Conversion Working Meeting in Idaho Falls

A Carbon Conversion working meeting was hosted in September at CAES' Idaho Falls headquarters facility. The event brought together research and technical collaborators from Idaho National Laboratory, the University of Wyoming, Idaho State University, and the University of Idaho. During the event, participants presented information on university and laboratory capabilities, and discussed opportunities for joint proposals and federal grants in the areas of carbon capture, sequestration, and conversion. The event was a follow-up to a related meeting held last year at the University of Wyoming campus.

ISU/CAES Assistant Professor Leslie Kerby, third from right, with her IEEE Brain Hackathon team.

ISU's Kerby Part of Winning Team at Big Data Competition in Japan

This summer, Idaho State University assistant professor Leslie Kerby and her team won the Institute of Electrical and Electronics Engineers (IEEE) Hackathon on Big Data Governance and Metadata and Management. The event, held in Tokyo, challenged teams to develop a data mashup scheme to cross reference datasets and apply statistical analysis, machine learning, and visualization tools to analyze and develop predictive models. Kerby's team included Frederic Andres, with the National Institute of Informatics in Tokyo, and Joey Costoya, senior researcher at Trend Micro Incorporated at National Capital Region, Philippines. The competition took place during the IEEE's 42nd International Conference on Computers, Software, and Applications, which explored the evolving relationship between humans and autonomous technology.

FY2018 NUCLEAR ENERGY UNIVERSITY PROGRAM (NEUP) PRIME AWARDS

NEUP R&D AWARD	\$640,000	DR. VIVEK UTGIKAR (UI)	DEVELOPMENT OF NUCLEAR HYBRID ENERGY SYSTEMS: TEMPERATURE AMPLIFICATION THROUGH CHEMICAL HEAT PUMPS FOR INDUSTRIAL APPLICATIONS
NEUP R&D AWARD	\$574,638	DR. VIVEK UTGIKAR (UI)	NOVEL PROCESSES FOR CAPTURE OF RADIOACTIVE IODINE SPECIES FROM VESSEL OFF-GAS STREAMS
NEET AWARD	\$830,000	DR. VIVEK AGARWAL (INL)	ANALYTICS-AT-SCALE OF SENSOR DATA FOR DIGITAL MONITORING IN NUCLEAR PLANTS
NEUP R&D AWARD	\$800,000	DR. INDRAJIT CHARIT (UI)	FRICTION-STIR-BASED REPAIR WELDING OF DRY STORAGE CANISTERS AND MITIGATION STRATEGIES: EFFECT OF ENGINEERED BARRIER LAYER ON ENVIRONMENTAL DEGRADATION
NEUP R&D AWARD	\$611,640	DR. RICH CHRISTENSEN (UI)	MODELING AND EXPERIMENTAL VERIFICATION OF THERMAL ENERGY STORAGE SYSTEMS TO ENABLE LOAD-FOLLOWING CAPABILITY FOR NUCLEAR REACTORS

FY2018 NUCLEAR ENERGY UNIVERSITY PROGRAM (NEUP) PARTNER AWARDS

NEUP R&D AWARD	\$169,000	DR. VIVEK UTGIKAR(UI), DR. PIYUSH SABHARWALL (INL)	DEVELOPMENT OF NUCLEAR HYBRID ENERGY SYSTEMS: TEMPERATURE AMPLIFICATION THROUGH CHEMICAL HEAT PUMPS FOR INDUSTRIAL APPLICATIONS
NEUP R&D AWARD	\$225,362	DR. VIVEK UTGIKAR (UI), DR. KRISHNAN RAJA (INL), DR. PIYUSH SABHARWALL (INL)	NOVEL PROCESSES FOR CAPTURE OF RADIOACTIVE IODINE SPECIES FROM VESSEL OFF-GAS STREAMS
NEUP R&D	\$150,000	DR. RICH CHRISTENSEN (UI), DR. PIYUSH SABHARWALL (INL)	MODELING AND EXPERIMENTAL VERIFICATION OF THERMAL ENERGY STORAGE SYSTEMS TO ENABLE LOAD-FOLLOWING CAPABILITY FOR NUCLEAR REACTORS
NEET AWARD	\$170,000	DR. VIVEK AGARWAL (UI), DR. AHMAD AL RASHDAN (INL), DR. RON BORING (INL)	ANALYTICS AT SCALE OF SENSOR DATA FOR DIGITAL MONITORING IN NUCLEAR PLANTS

FY2018 LABORATORY DIRECTED RESEARCH AND DEVELOPMENT (LDRD) PRIME AWARDS

\$430,185	DR. MAOHONG FAN (UW), DR. DONG DING (INL)	DEVELOPMENT OF DIRECT CARBON FUEL CELLS
\$258,017	DR. BRIAN JAQUES (BSU), DR. CHAO JIANG (INL)	MICROSCALE TECHNIQUE TO EVALUATE GRAIN BOUNDARY COHESION OF IRRADIATED ALLOYS

FY2018 LABORATORY DIRECTED RESEARCH AND DEVELOPMENT (LDRD) PARTNER AWARDS

\$160,699	DR. BRIAN JOHNSON (UI), DR. MICHAEL HANEY (UI), PHILLIP RICHARDSON (UI), DR. CRAIG RIEGER (INL)	RESILIENT, SCALABLE CYBER STATE AWARENESS OF INDUSTRIAL CONTROL SYSTEM NETWORKS TO THREAT
\$95,347	DR. HAIYAN ZHAO (UI), DR. JEREMIAH DUSTIN (UI), DR. JIEUN LEE (UI) DR. SHELLY LI (INL)	INVESTIGATION OF SONICATION-ASSISTED ELECTROLYTIC REDUCTION OF USED OXIDE FUEL IN MOLTEN SALT
\$431,918	DR. MICHAEL GLAZOFF (UI), DR. DONGMEI (KATIE) LI (UW), DR. SHUAI TAN (UW), DR. REBECCA FUSHIMI (INL)	TAILORING THE KINETIC FUNCTION OF A SURFACE THROUGH ELECTRONIC EFFECTS OF NANOSCALE ARCHITECTURE
\$114,961	SAM GIEGEL (ISU), DR. CHAD POPE (ISU), DR. GEORGE IMEL (ISU), DR. AARON CRAFT (INL)	CHARACTERIZATION OF NEUTRON BEAMLINES AT NEUTRON RADIOGRAPHY REACTOR
\$316,328	DR. HAIYAN ZHAO (UI), DR. LUKE WILLIAMS (INL)	ADVANCED CARBON-FEEDSTOCK PROCESSING USING IONIC LIQUIDS
\$222,180	DR. VIVEK UTGIKAR (UI), DR. JARED PERKO (BSU), KEVIN LYON (INL)	MODELING AND SIMULATION FOR NUCLEAR FUEL-CYCLE SEPARATIONS USING MODULAR COUPLING
\$255,641	BRANDON DAY (UI), DR. DONNA BAEK (INL)	ELECTRO-REDUCTION OF METALS IN SUPERCRITICAL-FLUID ROOM-TEMPERATURE IONIC LIQUIDS
\$258,017	DR. RAY FERTIG (UW), DR. INDRAJIT CHARIT (UI), DR. CHAO JIANG (INL)	MICROSCALE TECHNIQUE TO EVALUATE GRAIN BOUNDARY COHESION OF IRRADIATED ALLOYS
\$271,913	DR. RICHARD CHRISTENSEN (UI), DR. COLBY B. JENSEN (INL)	IN-PILE INVESTIGATION OF TRANSIENT BOILING IN TREAT
\$248,127	DR. HAROLD BLACKMAN (BSU), DR. RON BORING (INL)	HUMAN RELIABILITY ANALYSIS FOR ADVANCED-REACTOR TECHNOLOGIES AND SYSTEMS
\$277,887	DR. ERIC JANKOWSKI (BSU), DR. MATTHEW JONES (BSU), MIKE HENRY (BSU), BRYTON ANDERSON (BSU), DR. KEVIN GERING	SURFACE MORPHOLOGICAL PATTERNING, STRUCTURE-ACTIVITY MODELING, AND AGING ANALYSIS OF CATALYST MATERIALS TO ENHANCE ODH-REACTION CONVERSION EFFICIENCY AND IMPROVE CATALYST LIFETIME
\$245,319	RYAN CARNAHAN (ISU), DR. CHENG SUN (INL)	ADVANCED MANUFACTURING OF FUEL-CLADDING MATERIALS BY EQUAL-CHANNEL ANGULAR PRESSING
\$104,972	DR. KUMARI SHARMA (ISU), DR. CHRISTOPHER ZARZANA (INL)	SOLVENT RADIOLYSIS-PRODUCT PRODUCTION USING PREPARATIVE HPLC



“CAES has been a fantastic experience. I was able to connect with people in industry that I wouldn’t have had access to before. Working here is how I got my internship, how I got connected to the lab system, and a big part of how I was able to receive my fellowship.”

Seth Dustin
Fellow, Los Alamos
National Laboratory
Former CAES Graduate
Researcher

EDUCATION HIGHLIGHTS

CAES First Annual Summer Visiting Faculty Program Begins

CAES launched its first annual Summer Visiting Faculty program in June. The program works to foster interaction and networking between university faculty and Idaho National Laboratory (INL) researchers with the goal of developing a joint-funded research proposal of value to both parties.

The program allows each faculty member and INL researcher to spend a week at CAES headquarters outlining their research proposal. Then, the pair continues to collaborate throughout the summer. Participants provide a presentation on their proposal at CAES in August before submitting it for funding. The CAES Summer Visiting Faculty program was developed following a series of collaborative planning meetings held earlier this fiscal year between the CAES member universities and INL.

During the inaugural year, CAES provided a part-time summer salary and travel for six faculty members from CAES member universities. The three research areas selected for this year's program included nuclear energy, cybersecurity, and energy-water nexus.

Faculty members and INL researchers participating in the inaugural program included:

Nuclear Energy

- Mike Hurley (Boise State University) worked with Gabriel Ilevbare
- David Arcilesi (University of Idaho) worked with Donna Guillen
- Mike McKellar (University of Idaho) worked with Donna Guillen

Cybersecurity

- Dakota Roberson (University of Idaho) worked with Steve Hartenstein and Wayne Austad
- Michael Haney (University of Idaho) worked with Steve Hartenstein and Wayne Austad

Energy-Water Nexus

- Jon Brant (University of Wyoming) worked with Travis McLing

CAES Launches Seminar Series Featuring University, Laboratory, and Industry Leaders

A monthly seminar series focused on collaboration and problem-solving was launched at CAES in March. The brainchild of the University of Idaho's Dakota Roberson, the CODEBREAKER seminar series features talks by students, university faculty, Idaho National Laboratory researchers, and outside guests from academia and industry. Each 90-minute session includes a technical or informative lecture on a CAES research or focus area. Presenters also answer audience questions and seek collaborative opportunities for joint proposals or research development. The seminars are broadcast online for those who can't attend in person.

FY-18 CAES Seminar Series Speakers

- | | |
|-------|--|
| March | Dakota Roberson – University of Idaho
Stability of the Western North American Electric Grid |
| April | Travis McLing – Idaho National Laboratory
The Water-Food-Energy Nexus |
| May | Michel Haney – University of Idaho
Bitcoin, Litecoin, and the Future Economy |
| June | James Money – Idaho National Laboratory
The Future of Real-time 3D Visualization |
| July | Emma Redfoot – University of Idaho
Nuclear Renewable Hybrid Energy Systems |
| Aug. | Nicolas Lee – Stanford University
Space Energy Harvesting and Wireless Power-transfer Concepts |
| Sept. | John Kotek – Nuclear Energy Institute
The Future of Nuclear Energy in the U.S. |



“Over the years,
Wyoming
researchers have
benefited from a
variety of regional
relationships from
Idaho National
Laboratory,
including the
Center for
Advanced Energy
Studies.”

Kipp Coddington
University of Wyoming,
U.S. Senate Testimony
Nov. 2017

CAES Supports *My Amazing Future* with Interactive Events, Guest Speakers

The 2018 *My Amazing Future* event, which brought together 150 eighth-grade girls from four school districts to learn about science, technology, education, and math (STEM) careers, was held at INL and CAES in March. During the event, students performed dozens of hands-on science experiments, listened to laboratory researchers address career and education opportunities, and toured laboratory facilities. At CAES, several facilities and labs were temporarily turned into interactive learning spaces. CAES staff and students—including Donna Wuthrich, James Money, Tammie Borders, Leslie Kerby, Ross Kunz, Meng Shi, Eugene Engmann, Emma Redfoot, Charles Elverson, Derek Stucki, and Jieun Lee—ushered students through a series of activities and events involving advanced visualization, robotics, and renewable energy. CAES Director Noël Bakhtian provided closing remarks to the students.



CAES Director Keynotes Idaho Conference on Undergraduate Research

CAES Director Noël Bakhtian provided the keynote address at the July 2018 Idaho Conference on Undergraduate Research at Boise State University. The event is the state's premier annual conference for undergraduate students working on degrees in STEM-focused areas. During the keynote, Bakhtian spoke to an estimated 200 students about her education and career path, including her research opportunities at the National Aeronautics and Space Administration, the U.S. Department of Energy, and the White House's Office of Science and Technology Policy.

Students participate in the 2018 My Amazing Future event at CAES.

Wyoming Women of Influence Conference Hosts CAES Director for Motivational Talk

During the 6th annual Wyoming Women of Influence awards ceremony in Cheyenne in August, CAES Director Noël Bakhtian delivered the keynote address. Nearly 400 people gathered at the event to honor 10 women from across Wyoming for their outstanding work in business, achievement, and mentorship. As an invited guest, Bakhtian spoke about ways to make women visible in work environments traditionally dominated by men. She also addressed her personal education pathway that led to degrees from Duke, Cambridge, and Stanford University. In addition, she shared her curiosity for science and engineering, and how it led to career opportunities with NASA, the Department of Energy, the White House, and now CAES. The event was sponsored by the Wyoming Business Report and the University of Wyoming, a CAES member university.



“National laboratories and universities have strong research and education cultures that lead to critical innovations and technological advancements. We see tremendous opportunity to link our strengths more closely with private sector research and work-force needs.”

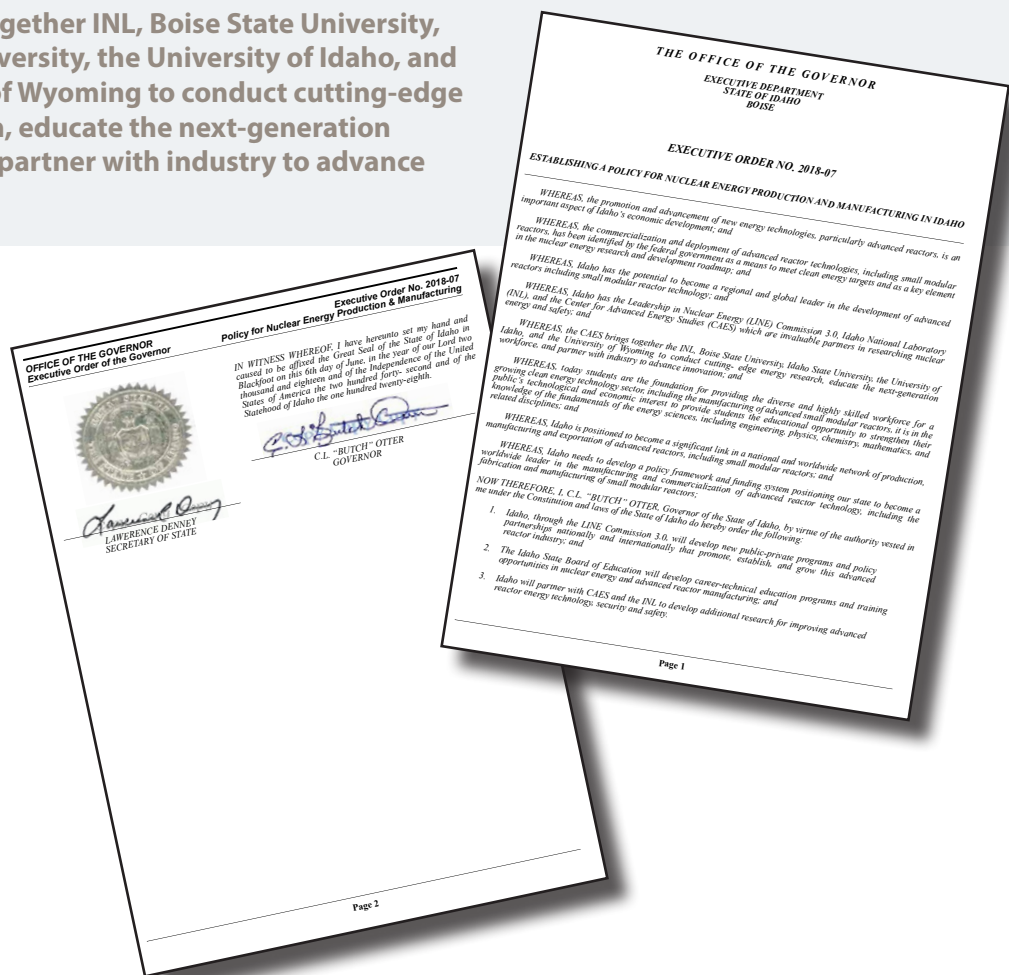
Leah Guzowski
Director,
CAES and INL Industry
Research and Development

INNOVATION HIGHLIGHTS

Idaho Governor Signs Nuclear Energy Executive Order Highlighting CAES

In early June, Idaho Gov. C.L. "Butch" Otter signed Executive Order 2018-07, establishing a policy for nuclear energy manufacturing and production in Idaho. The order calls on the state of Idaho to partner with CAES and INL to develop research for improving advanced reactor energy technology, security, and safety. Specifically, it asks the LINE Commission 3.0 to develop new public-private programs and policy partnerships nationally and internationally. These will promote, establish, and grow the advanced nuclear reactor industry. It also directs the Idaho State Board of Education to develop career and technical education programs and training opportunities in nuclear energy and advanced-reactor manufacturing.

"CAES brings together INL, Boise State University, Idaho State University, the University of Idaho, and the University of Wyoming to conduct cutting-edge energy research, educate the next-generation workforce, and partner with industry to advance innovation."





“The value of CAES comes in the opportunity to perform collaborative research. It’s easy to walk 100 feet to talk with a researcher from another university who’s just down the hall. It’s harder to do that when they work on the other side of the state.”

Bob Borelli, Ph.D.
Assistant Professor,
Nuclear Engineering
University of Idaho

CAES Hosts Idaho Industries Breakfast, Meets with Congressional Delegations

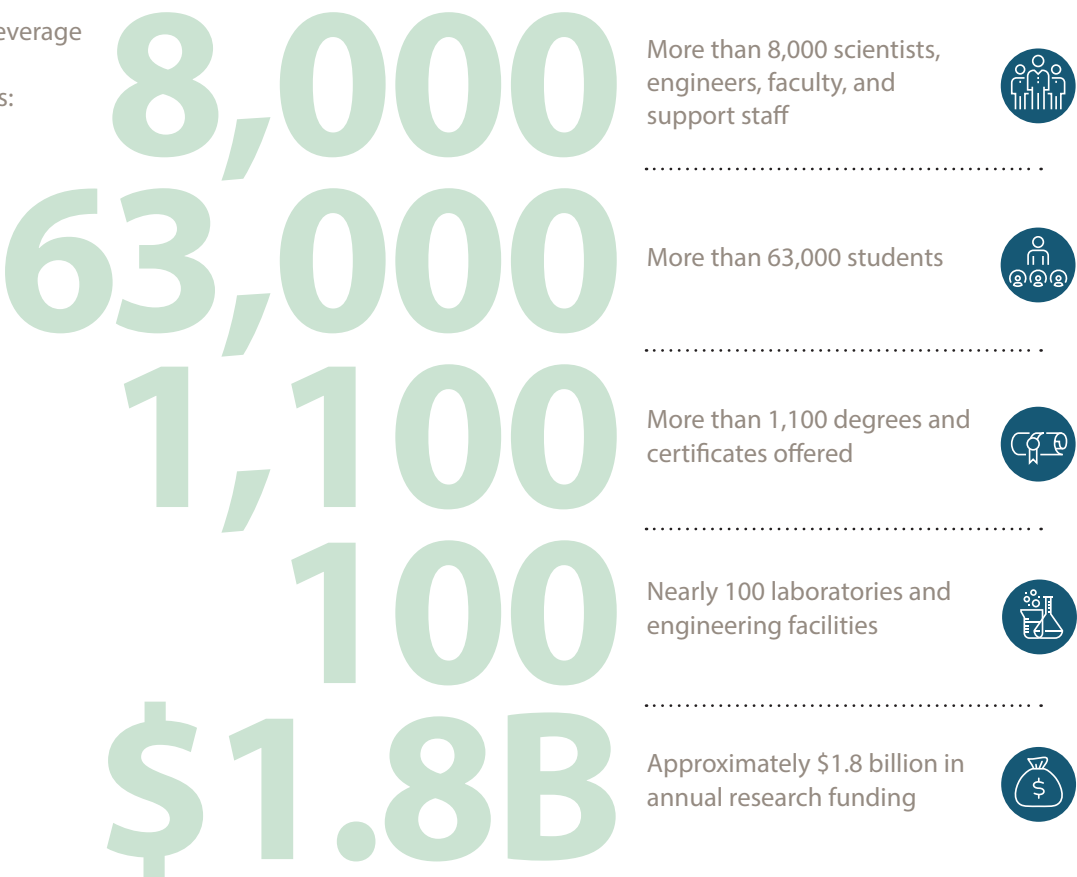
Several members of the CAES leadership team traveled to Washington, D.C., in June to host the Idaho Industries Breakfast and hold meetings on Capitol Hill with federal elected officials from Idaho and Wyoming. During the industry breakfast, CAES Director Noël Bakhtian updated the 80-plus attendees on the CAES mission, vision, strategy development, and recent accomplishments. Later in the day, the team met individually with Idaho Senators Mike Crapo and Jim Risch and Congressman Mike Simpson. The team also met with staff members from Congressman Raúl Labrador's office. Similarly, the group met with Wyoming Sen. John Barrasso and staff from Sen. Mike Enzi's office.

A Boise State University student explores computer-generated imagery through a set of Oculus Rift 3D goggles.

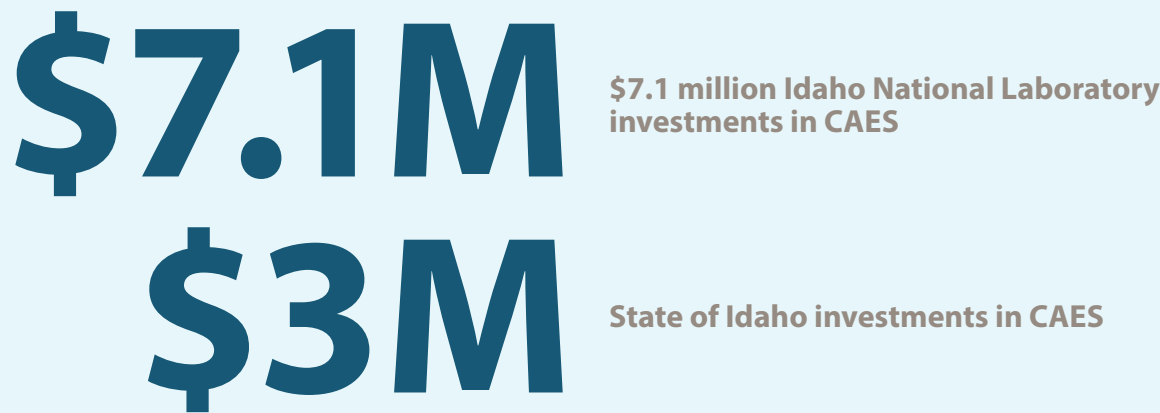


BY THE NUMBERS

Through collaboration,
CAES member
organizations leverage
the following
collective assets:



Investments



Outreach

1,669

Visitors to CAES and the
CAVE 3D immersive research
environment

48

Working meetings, seminars,
and speeches hosted or
sponsored by CAES

343

CAES publications and
proceedings

Research and Program Funding

\$3,456,278

Federal nuclear energy funding
awarded to CAES member faculty members (primary award)

\$705,362

Federal nuclear energy funding
awarded to CAES member faculty members (secondary award)

\$688,212

Laboratory Directed Research and
Development funding (primary award)

\$4,000,000

Laboratory Directed Research
and Development projects (secondary award)

\$878,465

Program-development funding
awarded to CAES member organizations for 30 strategic
research projects.

University Impact at INL

NINETY-TWO

students from CAES member universities interned at
Idaho National Laboratory

SEVENTEEN

faculty members from CAES member universities
were awarded joint appointments at Idaho National
Laboratory

9

students from CAES member universities
were offered graduate fellowships at Idaho
National Laboratory

6

faculty from CAES member universities
participated in the inaugural Visiting
Summer Faculty program

5

students from CAES member universities
were awarded postdoctoral appointments
at Idaho National Laboratory

RESEARCHER, FACULTY, STAFF, AND STUDENT ACCOMPLISHMENTS

CAES Graduate Researcher Earns Fellowship at Los Alamos National Laboratory

This summer, CAES graduate researcher Seth Dustin earned a research fellowship at Los Alamos National Laboratory. As a student at CAES, Dustin worked alongside Idaho National Laboratory researchers Prabhat Tripathy and Michael Shaltry on a project for the Critical Materials Institute involving electrochemical measurements of rare-earth materials in molten salt.

CAES Graduate Student Earns Industry Fellowship at Oklo, Inc.

CAES graduate student Emma Redfoot earned a six-month fellowship at microreactor startup Oklo, Inc. The company is designing a small, portable nuclear reactor that is waste and carbon negative. Based in Sunnyvale, CA, the company was founded in 2013 and is working to develop a 2-megawatt compact fast reactor to bring distributed, clean, affordable, and reliable nuclear power to the market. During her time at CAES, Redfoot also defended her master's thesis, "Allocating Heat and Electricity in a Nuclear Renewable Hybrid Energy System Coupled with a Water Purification System."

The Materials Society Awards Best Poster to CAES Student

During the 2018 Minerals, Metals, & Materials Society's annual meeting, CAES graduate researcher Meng Shi was awarded best student research poster for her work on Electrolytic Reduction on TiO_2 in Molten $\text{Li}_2\text{O}/\text{LiCl}$. Her research project used an electrochemical method to reduce metal oxide in spent nuclear fuel to a lower oxidative status. She found that by controlling parameters, like cathodic potentials, the carbon efficiency can reach 17 percent with a possible reduction extent up to 25 percent.



Four CAES University Students Part of INL's 2018 Graduate Fellows Program

Idaho National Laboratory welcomed 13 students into the second cohort of the Graduate Fellows program, four of whom came from CAES member universities. The program integrates students into the national laboratory and allows them to contribute to significant research projects that will help them fulfill their thesis research requirements. The laboratory gains access to skilled staff, along with the opportunity to build long-term collaborations with universities, increase recruiting opportunities, and interact with a continuous pipeline of students interning and conducting research at the lab. Both the universities and INL have the opportunity for joint publications and intellectual property. Fellows from CAES member universities include Corey Michael Efaw, Sohel Rana, and Jennifer Kay Watkins from Boise State University, and Emerald Dawn Ryan from Idaho State University.



CAES Intern from Idaho State University Supports LINE Commission Study

Idaho State University Career Path Intern Pedro Mena, working alongside ISU's Leslie Kerby, supported a research study evaluating the value chain for advanced reactors, specifically as it pertains to opportunities for the state of Idaho. The study was coordinated with the Idaho Leadership in Nuclear Energy Commission to inform state leaders about the market potential, value propositions, types of energy sector markets (e.g., utilities, industry, transportation), mechanisms to attract advanced-reactor manufacturers, and the potential for the development of a reactor-manufacturing industry in the state.

CAES would like to congratulate the following students from CAES member universities working as graduate assistants or supporting our research in a range of subjects including nuclear engineering, physics, and chemistry. The following students defended their master's thesis or doctoral dissertation:

University of Idaho

- WaiLam Chan
- Stephen Hancock
- Jieun Lee
- Emma Redfoot
- Amey Shirekar

Boise State University (doctoral students)

- Steven LeTourneau
- Kassi Smith

Idaho State University

- Shawn Fredstrom
- Nathaniel Gardner
- Brittany Grayson
- Connor Harper
- Mason Jausi
- Daniel Sluder
- Aaron Thompson
- Kory Walling

Christensen Named University of Idaho's College of Engineering's Outstanding Faculty Member of the Year

In May, CAES Associate Director Rich Christensen was named the University of Idaho (UI) College of Engineering's outstanding faculty member of the year. Following selection by an executive committee of peers, the annual award was given to a faculty member who serves as a role model and helps shape the college's high standard of achievement through their hard work and dedication to engineering. Christensen, who joined the university in 2015, is an internationally recognized scholar and leader in a wide range of nuclear and thermal science research areas. Prior to his time at UI, Christensen had a distinguished 37-year career at The Ohio State University, where he achieved professor emeritus status.

Jaussi Completes Master's Degree, Earns Radiation Safety Officer Certification

Mason Jaussi, CAES Health Physicist, received his master's degree this year from Idaho State University, and is now a certified radiation safety officer. He completed his thesis, "Developing Am-DTPA (Americium-Diethylenetriamine pentaacetate) and Biokinetic Model," based on chelation treatments to model Am-DTPA to excrete radiation and determine dosage for the human body. Jaussi is currently working on his Certified Health Professional Certificate, gaining operational experience, and training on radiological materials.



Business Insider Names CAES Director One of 2018's Top Female Engineers

In honor of International Women in Engineering Day, *Business Insider* published a list of the 39 most powerful female engineers of the year. CAES Director Noël Bakhtian came in as No. 11 on the most powerful list. *Business Insider* is one of the most widely read business and technology websites in the world with more than 80 million monthly visitors. In naming each awardee, the editors noted that despite the "arm waving about a lack of female STEM professionals...these are women with engineering backgrounds who are running big business units at important companies, are building impressive up-and-coming technologies, or acting as leaders and role models in the tech communities."

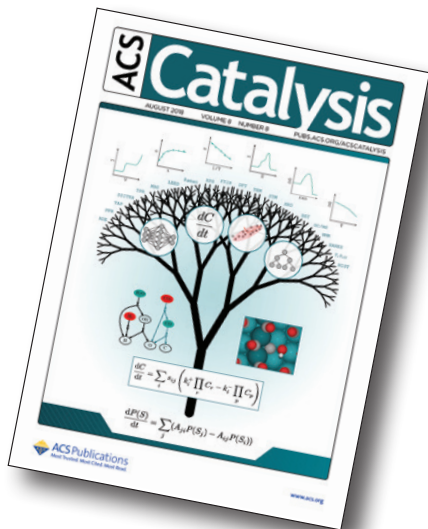
Kunz Receives Doctoral Degree in Statistics from Idaho State University

Idaho National Laboratory employee Ross Kunz received his doctoral degree in statistics this year. His dissertation, "Fused Lasso and Tensor Covariance Learning with Robust Estimation," touched on block structure for estimation using sets of information to explain an event. Kunz, a data scientist in INL's High Performance Computing and Data Analytics department, looked at relationships between gas species of the overall catalytic process rather than physics just using data. Kunz plans to continue his work supporting Dr. Rebecca Fushimi's research in catalysis and transient kinetics.

CAES Researcher Named to INL’s Inventors Hall of Fame

During the INL Laboratory Director Awards ceremony in April, CAES researcher Harry Rollins was inducted into the laboratory’s Inventors Hall of Fame. Rollins, who supports research and engineering efforts in the CAES Catalysis and Transient Kinetics Laboratory, was honored for being issued five career patents. As an INL principal investigator, his areas of research include synthesis and characterization of novel phosphorous-nitrogen compounds as advanced electrolytes for lithium-ion batteries, preparation and characterization of nanoscale catalysts for the production of synthetic fuels, and preparation of nanomaterials using supercritical

fluid technology and nanomaterials characterization. Rollins holds a doctorate in analytical chemistry from Clemson University.



The cover of the August 2018 issue of Catalysis Magazine features a graphic on multiple ways to analyze catalysis data. The cover resulted from a project that took place inside the CAES Catalysis and Transient Kinetics Laboratory.



McLing Speaks on Water Security at National Governors Association Conference

In September, the National Governors Association’s Center for Best Practices hosted the 2018 Annual Water Policy Institute which brought together water specialists from 31 states along with outside experts to talk about pressing issues surrounding water security. During the event, CAES researcher Travis McLing led a panel discussion on water security with an emphasis on cybersecurity. The panel featured notable experts from across the country speaking on topics ranging from infrastructure hardening to vulnerability assessments. In addition to his role as laboratory lead, McLing is the program manager for Idaho National Laboratory’s Water Security Test Bed.

NEW HIRES

**Kathleen Araújo**

In July, Kathleen Araújo was hired as the director of the CAES Energy Policy Institute. The institute is located on the Boise State University campus and focuses on strategic problem-solving and opportunities in energy through a crosscutting, socio-technical approach that informs policy makers, communities, and private industry. Araújo earned her doctorate at the Massachusetts Institute of Technology, completing postdoctoral research at the Harvard Kennedy School on science, technology and public policy, and nuclear safety. She has worked as an assistant professor of energy-environmental innovation systems and policy at Stony Brook University, and as a researcher with Brookhaven National Laboratory, where she worked in the divisions for nuclear nonproliferation and national security, and sustainable energy. In addition, she is a book-series editor for Routledge's studies in Energy Transitions.

**Leah Guzowski**

In September, Leah Guzowski was hired as the director of Industry Research and Development for CAES. She also serves as Idaho National Laboratory's director of Industry Engagement in a concurrent role. She comes to CAES from Argonne National Laboratory, where she served as commercial team lead for the U.S. Department of Energy, Building Technology Program. Guzowski's previous work includes strategic consulting and business development for clean technology companies and macro-level economic analysis research for international governments. She is a graduate of Harvard University and the University of Wisconsin-Madison. She also studied economics and policy at the University of Oxford.

**Jana Pfeiffer**

In May, Jana Pfeiffer joined CAES as the research operations lead. In this role, Pfeiffer supports day-to-day technical, safety, facility, and operational activities for laboratories, equipment, and research operations to ensure successful execution of the CAES mission and vision. She is also the first point of contact for Idaho National Laboratory researchers who want to perform laboratory work at CAES. She provides direction on how to initiate the CAES processes for INL off-site work. Her extensive experience conducting hands-on research in both laboratory and radiological environments adds exceptional operational support to the CAES team. She holds a bachelor's degree in chemistry from Idaho State University.

**Jeff Benson**

In February, Jeff Benson was hired as the CAES business operations lead. He is responsible for coordination of business outcomes, project management, and CAES process improvement. Prior to joining CAES, Benson worked for the Nuclear Science User Facilities at Idaho National Laboratory as a program administrator. He holds a master's degree in public administration from Marriott School of Management at Brigham Young University and a bachelor's degree in education from Brigham Young University.

PUBLICATIONS AND PROCEEDINGS

In fiscal year 2018, CAES member organizations published 343 papers, journal articles, reports, and conference proceedings. The following pages include an alphabetized list of the CAES publications and proceedings for fiscal year 2018 as reported by each organization's associate director.

Boise State University

1. Aldrich, L., & Koerner, C. (2018). Challenges to trading white certificates. *The Electricity Journal*. 31(4), 41-47.
2. Aldrich, L., & Koerner, C. (2018). White certificates: market status and trends. *The Electricity Journal*. 31(3), 52-63.
3. Aldrich, L., & Koerner, C. White certificate trading: A dying concept or just making its debut? Part II: Challenges to trading white certificates, *The Electricity Journal*, Volume 31, Issue 4, 2018, Pages 41-47, ISSN 1040-6190, <https://doi.org/10.1016/j.tej.2018.05.006>.
4. Baatz, R., Sullivan, P. L., Li, L., Weintraub, S., Loescher, H. W., Mirtl, M.,...Van Looy, K. (2018). Integration of terrestrial observational networks: opportunity for advancing Earth system dynamics modelling. *Earth System Dynamics*, 9, 593-609. <https://doi.org/10.5194/esd-9-593-2018>.
5. Barnes, P., Savva, A., Dixon K., Bull H., Rill, L., Karsann, D.,...Xiong, H. * (2018). Electropolishing valve metals with a sulfuric acid-methanol electrolyte at low temperature. *Surface & Coatings Technology*, 347, 150-156.
6. Bateman, A., Queale, A.J., Butt, D.P., & Jaques, B.J. (2018). Effects of sintering aids on the hydrothermal oxidation of silicon nitride spherical rolling elements. *Corrosion Engineering, Science and Technology*. DOI: 10.1080/1478422x.2018.1523290.
7. Blackman, H. S., & Boring, R. (2017). Assessing dependency in SPAR-H: some practical considerations. In R. Boring (Ed.), *Advances in Human Error, Reliability Resilience, and Performance (Advances in Intelligent Systems and Computing)*. Heidelberg: Springer Verlag.
8. Burns, J., Wu, Y., & Taylor, J. (2018, June). The application of an X-ray diffraction to nuclear materials at MaCS, CAES [Powerpoint slides]. Presented at the Isotope and Materials Science Roadmapping Workshop, Idaho Falls, ID.
9. Dangol N., Shrestha, D.S., & Duffield, J. (2017). Life-cycle energy, GHG and cost comparison of camelina-based biodiesel and biojet fuel. *Biofuels*, 1-9. DOI: 10.1080/17597269.2017.1369632.
10. Dunkel C., Shrestha D., Beyerlein S. (2017). *Feasibility and economic analysis for creating a viable cogeneration design for the campus wood-fired boiler*. Paper No. 171201 presented at the meeting of the American Society of Agricultural and Biological Engineers, St. Joseph, MI.
11. Estrada, D. (2017, November). *Aerosol jet printing of flexible electronics*. Paper presented at the 9th Annual International Optomec Users Meeting, Santa Clara, CA.
12. Forsmann, B., Wu, Y., & Burns, J. (2018, June). Center for Advanced Energy Studies Advanced Materials Laboratory radiological capabilities [Powerpoint slides]. Presented at the Isotope and Materials Science Roadmapping Workshop, Idaho Falls, ID.
13. Fowler, L. & Johnson, A. (2017). Overlapping authorities in U.S. energy policy. *The Electricity Journal* 30(9), 1-5.
14. Fujimoto, K., Davis, K., Tsai, K., Watkins, J., Unruh, T., & Estrada, D. (2017, November). *Aerosol jet printing of in-pile nuclear sensors*. Paper presented at the 9th Annual International Optomec Users Meeting, Santa Clara, CA.
15. Fujimoto, K., Unruh, T., Watkins, J., Subbaraman, H., & Estrada, D. (2018, April). *Additive manufacturing of in-pile nuclear sensors*. Poster session presented at the NASA In-Space Manufacturing and Printed Electronics Workshop, Huntsville, AL.
16. Gates, G., Butt, D., Burns, J., Wu, Y., Alanko, G., & Watkins, J.K. (2018, August). *The internal morphology and composition of a purple pigment particle extracted from an ancient Faiyum mummy portrait*. Paper presented at M&M 2018, Baltimore, MD.
17. Godwin†, L., Brown†, D., Livingston, R., Webb, T., Karriem, L., Graugnard, E., & Estrada, D. Open source, automated chemical vapor deposition system for production of two-dimensional nanomaterials, *PLOS One*, in review.
18. Henry, M., Miller, E., Jones, M. & Thomas, S. (2018, March). Poster session presented at the meeting of the American Physical Society, Los Angeles, CA.
19. Hollar, C., Varghese, T., Kongara, M., Lin, Z., Duan, X., Estrada, D., & Zhang, Y. (2018, April). *High-performance flexible thermoelectric thin films from solution processed colloidal nanoplates*. Poster session presented at the NASA In-Space Manufacturing and Printed Electronics Workshop, Huntsville, AL.
20. Hondros, M., Tuft, S., Karriem, L., Pandhi, T., Chandnani, A., Convertino, D.,... Estrada, D. (2018, April). *Differential gene expression in C2C12 cells due to scaffold structure-property-processing correlations*. Poster session presented at the Materials Research Society Spring Meeting, Phoenix, AZ.
21. INTERNATIONAL ATOMIC ENERGY AGENCY, Deployment Indicators for Small Modular Reactors, IAEA-TECDOC-1854, IAEA, Vienna (2018).
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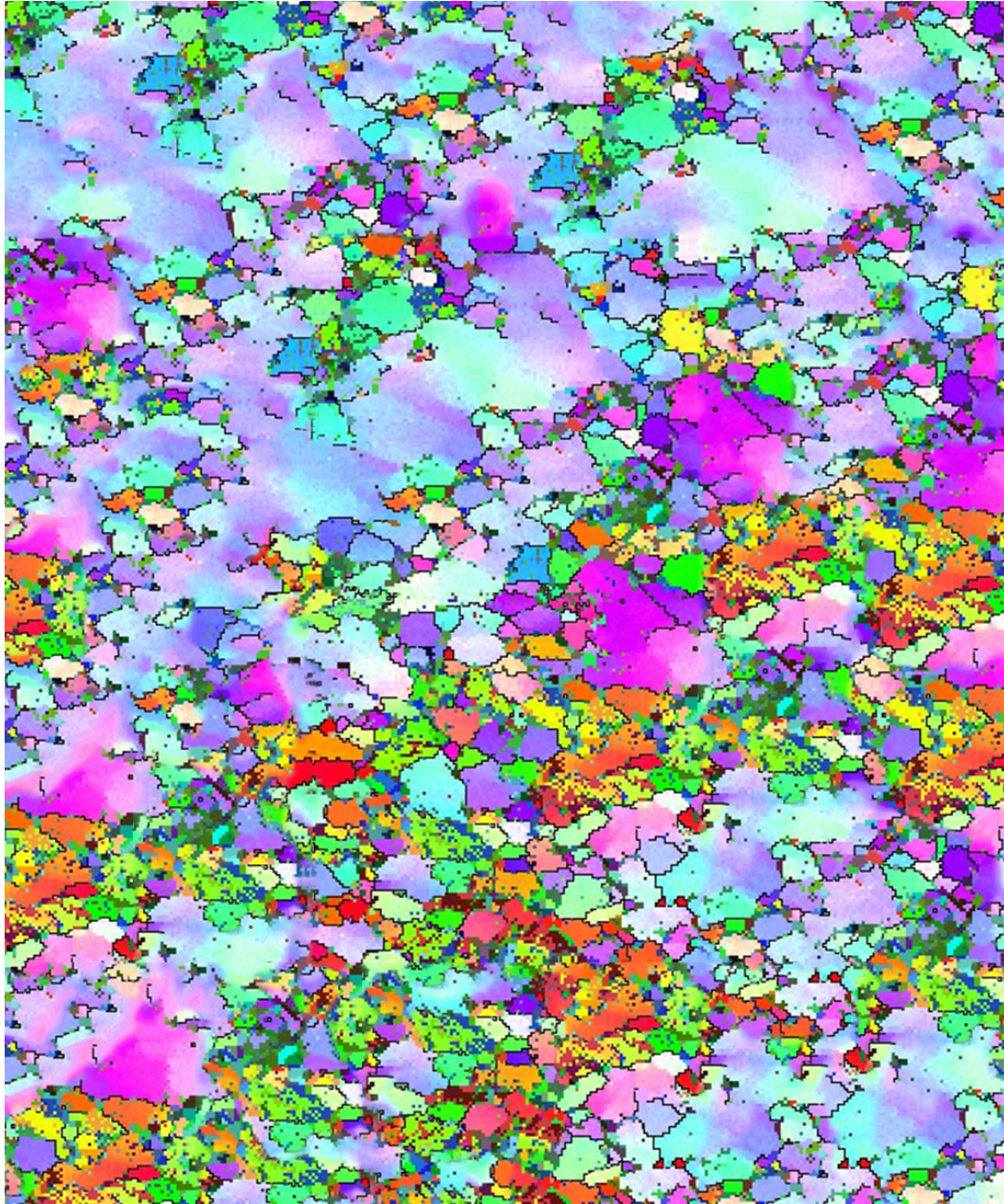
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THE CENTER FOR ADVANCED ENERGY STUDIES IS A RESEARCH, EDUCATION, AND INNOVATION CONSORTIUM
BRINGING TOGETHER IDAHO NATIONAL LABORATORY, BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY,
THE UNIVERSITY OF IDAHO, AND THE UNIVERSITY OF WYOMING.

CENTER FOR ADVANCED ENERGY STUDIES

995 MK SIMPSON BOULEVARD

IDAHO FALLS, ID 83401

WWW.CAESENERGY.ORG

Higher Education Research Council

Presentation to the State Board of Education

Cathleen McHugh
June 20, 2019



Higher Education Research Council (HERC) Mission

.....strengthen the research capabilities at Idaho's public, four-year institutions and contribute to the economic development of the state of Idaho.



HERC Membership

Higher Education Representatives

Dr. Harold Blackman, *Boise State University*

Dr. Janet Nelson (Chair), *University of Idaho*

Dr. Scott Snyder, *Idaho State University*

Dr. Lori Stinson, *Lewis and Clark State College*



HERC Membership

Industry Representatives

Dr. Haven Baker, *Pairwise*

Dr. Todd Combs, *Idaho National Laboratory*

Bill Canon, *Valmark Interface Solutions*

Robin Woods, *Alturas Analytics*



HERC Initiatives

Research Infrastructure

**NSF-EPSCoR Matching
Funds**

**Incubation Fund Grant
Program**

Undergraduate Research

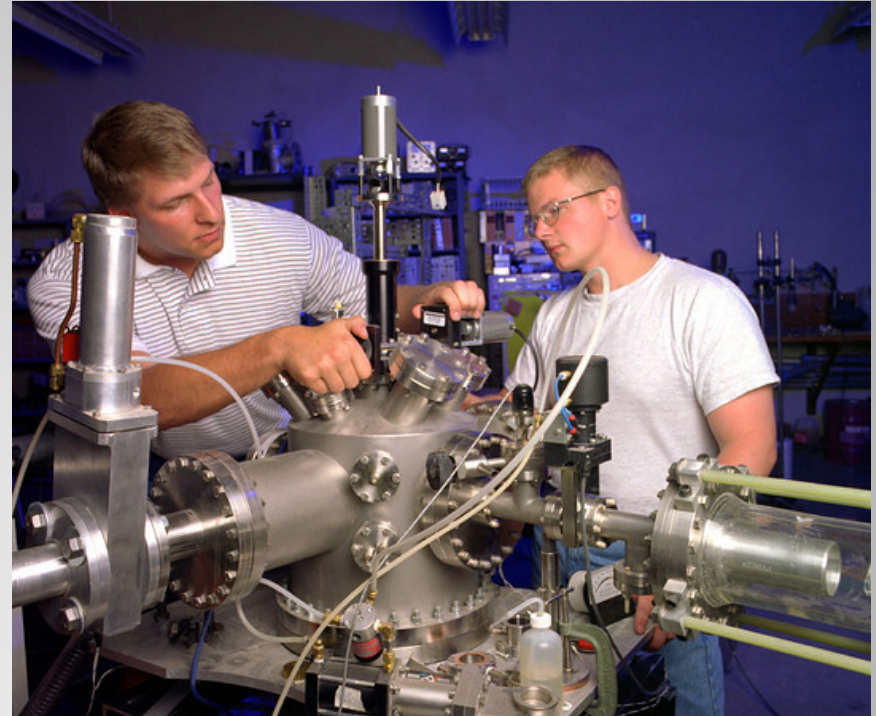
HERC IGEM Projects

**Center for Advanced
Energy Studies (CAES)**



HERC Research Infrastructure

- Funding to support science, engineering, and other research infrastructure
- Uses of funds in FY18 – library support, graduate research assistantships, start up packages for new faculty, support for technology transfer director, research equipment, servers, software subscriptions, etc.
- FY 19 Budget - \$950,000



HERC Incubation Fund Grant Program

- **Competitive grant program initiated in FY11**
- **Projects funded up to \$75K**
- **No proposals submitted for FY19**



FY19 Undergraduate Research

Supports STEM undergraduate in research projects and undergraduate travel to conferences

- * 17 BSU students**
- * 24 ISU students**
- * 15 UI students**
- * 7 LCSC students**



2018 Idaho Conference on Undergraduate Research (ICUR)

Funding for two day conference held at Boise State University in late July 2018. There were approximately 300 attendees with 164 poster presentations and 94 faculty, industry, and governmental representatives.



FY19 HERC IGEM Projects

Year 3: Security Management of Cyber Physical Control Systems, *University of Idaho, \$700,000*

Year 1: Sustaining the Competitiveness of the Food Industry in Southern Idaho: Integrated Water, Energy and Waste Management, *University of Idaho, \$700,000*

Year 1: Nucleic Acid Memory, *Boise State University, \$666,500*



FY19 Undergraduate Research

Supports STEM undergraduate in research projects and undergraduate travel to conferences

- * 17 BSU students**
- * 24 ISU students**
- * 15 UI students**
- * 7 LCSC students**



Center for Advanced Energy Studies

- Purpose (from the perspective of the State) – Leverage the capabilities of the Idaho National Lab to the benefit of the State
- Principle – CAES is mutually beneficial for universities, INL, and industry
- Process – Joint proposals to funding agencies {mostly federal}

Center for Advanced Energy Studies

CAES develops and wins proposals for relevant research leveraging INL and University capabilities

- Key assets:
 - CAES building
 - Capabilities at the universities
 - Access to INL personnel and equipment
- Benefits:
 - External funding for capability development
 - Elevate Idaho's stature as a research and innovation hub
 - Provide a workforce pipeline to the laboratory and other high-tech industries



Center for Advanced Energy Studies

EXAMPLE PROJECTS

NUCLEAR ENERGY	ADVANCED MANUFACTURING	DEEP EARTH ENERGY STORAGE
<ul style="list-style-type: none">• UI, BSU, INL, and Japan-based Sakae Casting, LLC• Develop a used nuclear fuel storage cask• Phase 1 – funded through a one-year \$237,000 IGEM grant• Other collaborators - Idaho's Premier Technology, CEI, and Table Rock, LLC, a Virginia-based consulting firm	<ul style="list-style-type: none">• Food Northwest and UI• Establish a research, development, and education center for the food industry• Reduce energy and water consumption at food manufacturing facilities• Food Northwest is one of the nation's largest food trade associations, representing more than 500 processors, manufacturers, and suppliers in ID, OR, WA	<ul style="list-style-type: none">• INL, Lawrence Berkeley National Laboratory, UI, and Univ. of Wyoming• Store excess heat from industrial processes in deep underground reservoir systems• Awarded \$300,000 through the DOE• Use the earth's rock bed as a natural battery to store grid-scale energy for later usage

Thank You



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 19-20, 2019**

TAB	DESCRIPTION	ACTION
1	NORTH IDAHO COLLEGE – BIENNIAL PROGRESS REPORT	Information Item
2	IDAHO PUBLIC TELEVISION – ANNUAL REPORT	Information Item
3	CREDO PRESENTATION – CHARTER SCHOOL STUDENT PERFORMANCE	Information Item
4	SPEECH LANGUAGE PATHOLOGIST SHORTAGE – EDUCATOR PREPARATION RECOMMENDATIONS	Information Item
5	NEXTSTEPS IDAHO UPDATE	Information Item
6	BOARD POLICY V.Q. RESIDENCY FOR TUTION PURPOSES – FIRST READING	Motion to Approve
7	INSTITUTION, AGENCY, AND SPECIAL/HEALTH PROGRAMS STRATEGIC PLANS	Motion to Approve
8	HIGH SCHOOL GRADUATION REQUIREMENTS FLEXIBILITY – COLLEGE ENTRANCE EXAM MINIMUM SCORE	Motion to Approve
9	LEGISLATIVE IDEAS – 2020 LEGISLATURE	Motion to Approve
10	COLLEGE OF SOUTHERN IDAHO – ALTERNATIVE ROUTE TO CERTIFICATION/NON-TRADITIONAL PROGRAM	Motion to Approve
11	BOISE STATE ARENA NAMING	Motion to Approve

FACTS & INFORMATION

2018-2019



North Idaho College

www.nic.edu

Board of Trustees

Christie Wood	Chair
Brad Murray	Vice Chair
Joe Dunlap	Secretary/Treasurer
Todd Banducci	Trustee
Ken Howard	Trustee

President's Cabinet

President
Rick MacLennan, Ed.D.
(208) 769-3303 rick.maclennan@nic.edu

Vice President for Instruction
Lita Burns, Ph.D.
(208) 769-3302 lita.burns@nic.edu

Vice President for Finance and Business Affairs
Chris Martin, MBA
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Vice President for Student Services
Graydon Stanley, M.Ed.
(208) 769-7863 graydon.stanley@nic.edu

Associate Vice President for
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NIC Foundation Executive Director
Rayelle Anderson, CFRE
(208) 769-5978 rayelle.anderson@nic.edu

Chief Communications and
Government Relations Officer
Laura Rumpler, BA
(208) 769-3404 laura.rumpler@nic.edu

Chief Information Officer
Ken Wardinsky, MSM
(208) 769-3377 ken.wardinsky@nic.edu





Enrollment for College Credit STUDENT DEMOGRAPHICS

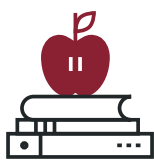
5,275 **NIC** Students
(3,188 FTE Fall 2018)

The Numbers
by Program

College Transfer 3,195
Career & Technical 664
Dual Credit 1,416

2,080 **FULL**
TIME

3,195 **PART**
TIME



Largest
Enrollment
by Major



61% FEMALE



39% MALE

AVERAGE
STUDENT AGE

★ **24**

143

Education

1,454

General Studies

207

Business

131

Computer Applications
& Office Technology

2017-2018

Financial Aid



3,012 Students
Receiving Aid

\$14,911,766

Total Money Disbursed



Tuition
& Fees

Kootenai County Resident

First Credit \$141.50 | 12 Credits \$1,698

Other Idaho Residents

First Credit \$161.50 | 12 Credits \$1,938

Without County Support

First Credit \$211.50 | 12 Credits \$2,438

Washington Residents

First Credit \$242.50 | 12 Credits \$2,910

Western Undergraduate Exchange

First Credit \$267 | 12 Credits \$3,204

Out of State / Country

First Credit \$340 | 12 Credits \$4,080



Where Our Students Are From

Idaho

Kootenai	3,542	(67.1%)
Bonner	433	(8.2%)
Shoshone	164	(3.1%)
Boundary	163	(3%)
Benewah	148	(2.8%)
Other Idaho Counties	275	(5.2%)

Other

Washington	269	(5.1%)
Montana	48	(0.9%)
California	64	(1.2%)
Other	169	(3.2%)



Outreach Centers

NIC Silver Valley Center nic.edu/silvervalley

323 Main St.
Kellogg, ID 83837
(208) 783-1254

NIC Bonners Ferry Center nic.edu/bonnerrsferry

6791 Main St. Ste B
Bonners Ferry, ID 83805
(208) 267-3878

NIC at Sandpoint nic.edu/sandpoint

102 S. Euclid St.
Sandpoint, ID 83864
(208) 263-4594



Degrees Conferred

2017-2018

687	Associate's Degrees
239	GED Credentials Awarded
655	Certificates



Employees AS OF OCT. 1, 2018

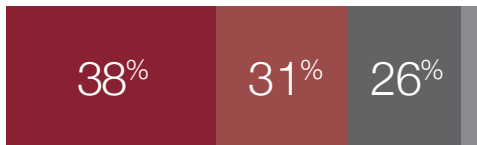
Full-Time Faculty	160
Part-Time Faculty	208
WTC/AEC Instructors	88
Full-Time Professional	164
Part-Time Professional	18
Full-Time Classified	193
Part-Time Classified	399
(Includes student workers & Work Study)	
President & Vice Presidents	4



1,234
Total Employees



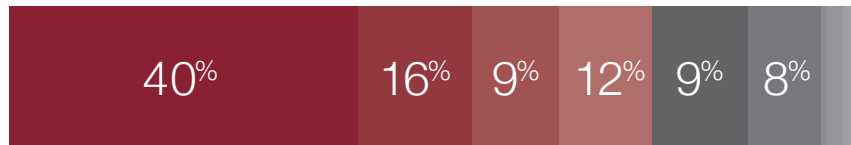
Budget for Fiscal Year 2018-2019



Revenue

State Funds	\$18,746,400 (38%)
- CTE \$5,636,500 (11%)	
- Gen Ed \$13,109,900 (27%)	
County Taxes	\$15,299,608 (31%)
Tuition and Fees	\$12,820,693 (26%)
Other Revenue	\$2,268,195 (5%)

\$49,134,896
TOTAL



Expenditures

Direct Instruction	\$19,409,053.02 (40%)	Instructional Support	\$5,855,335.82 (12%)	Student Financial Aid	\$1,020,987.93 (2%)
Institutional Support	\$7,743,365 (16%)	Physical Plant	\$4,396,683.39 (9%)	Other Expenditures	\$2,014,657.76 (4%)
Capital Transfers	\$4,634,907 (9%)	Student Services	\$4,010,906.08 (8%)	Public Service	\$49,000 (0%)

\$49,134,896
TOTAL

The average cost of a
FOUR-YEAR PRIVATE COLLEGE*
in 2017-2018

\$16,886

The average cost of
OTHER TWO-YEAR COLLEGES*
in 2017-2018

\$3,650

The average cost of a
FOUR-YEAR PUBLIC COLLEGE*
in 2017-2018

\$7,079

The average cost of
NORTH IDAHO COLLEGE*
in 2017-2018

\$3,494

**Costs reflect one year of post-secondary education. Source: Integrated Postsecondary Education Data System.*

NIC Development & Foundation

Thanks to generous donations made through NIC Foundation, Inc.

\$1,696,548

was invested in North Idaho College
July 1, 2017 – June 30, 2018 as follows:



STUDENT SCHOLARSHIPS

\$934,009

974 Scholarship Awards

PROGRAM ENHANCEMENTS

\$762,539

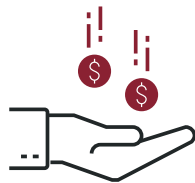
Average Earnings by Education Level at Career Midpoint

Associate's
\$32,000

Certificate
\$28,000

HS Diploma
\$24,600

Less than HS Diploma
\$18,100



3,443

**Alumni Association
Members**

\$635,355

External Grants Awarded to NIC

Does not include career and technical, workforce training, Adult Education/GED, PELL, or financial aid grants or appropriations.



44

College Transfer Programs

American Indian Studies	Mathematics
American Sign Language Studies	Modern Languages
Anthropology	Music
Art	Nursing (RN)
Biology/Botany/Zoology	Pharmaceutical
Business Administration	Manufacturing
Business Education	Philosophy
Chemistry	Photography
Child Development	Physical Education
Communication	Physics/Astronomy
Computer Science	Political Science & Pre-Law
Criminal Justice	Pre-Medical Related Fields
Education	Pre-Microbiology/Medical Technology
Engineering	Pre-Nutrition
English	Pre-Physical Therapy
Entrepreneurship	Pre-Veterinary Medicine
Environmental Science	Psychology
Forestry/Wildlife/Range Management	Public Relations
General Studies	Social Work
Geology	Sociology
History	Theatre
Humanities	
Interdisciplinary Studies	
Journalism	



Fall '17, Spring '18 & Summer '18

Annual Enrollment

7,235 Credit Students

- 6,398 College Transfer
- 837 CTE

342 Head Start Students

414 Adult Education Students

7,101 Area Agency on Aging Clients

42

Career and Technical Education Programs

Accounting Assistant	Hospitality Management
Administration of Justice	Industrial Mechanic/Millwright
Administrative Assistant	Law Enforcement
Aerospace Technology	Machining & CNC Technology
Automotive Technology	Mechatronics
Aviation Flight Training	Medical Administrative Assistant
Aviation Maintenance Technology	Medical Assistant
Business Leadership	Medical Billing Specialist
Carpentry & Construction Technology	Medical Laboratory Technology
Collision Repair Technology	Medical Receptionist
Computer Aided Design Technology	Nursing (PN)
Computer Applications	Office Specialist/Receptionist
Computer Information Technology	Office Technology
Construction Management	Outdoor Recreation Leadership
Culinary Arts	Paralegal
Diesel Technology	Pharmacy Technology
Fire Service Technology	Physical Therapist Assistant
Graphic Design	Radiography Technology
Healthcare Computer Technician	Virtual Administrative Assistant
Health Information Fundamentals	Web Design
Heating, Ventilation, Air Conditioning & Refrigeration	Welding Technology

4,883 Workforce Training Center Students

19,975
Total Lives Touched

About North Idaho College

Founded in 1933, North Idaho College is a comprehensive community college located on the beautiful shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer, career and technical, and general education programs. The college serves a five-county region with outreach centers in Bonners Ferry, Kellogg and Sandpoint, and has an extensive array of internet and interactive video conferencing courses. NIC also plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries and governmental agencies.

NIC Services in North Idaho



Coeur d'Alene

North Idaho College
Adult Education Center
GED Testing Site
Head Start Center

Rathdrum

North Idaho College Parker
Technical Education Center
Head Start Center

Post Falls

NIC Workforce
Training Center
Head Start Center

Sandpoint

NIC at Sandpoint
Adult Education Center
Head Start Center

Bonn timers Ferry

NIC Bonners Ferry Center
Adult Education
GED Testing Site
Head Start Center

Kellogg

NIC Silver Valley Center
Adult Education Center
Head Start Center

St. Maries

Head Start Center

Workforce Training & Community Education

The NIC Workforce Training Center offers a broad range of innovative, accelerated learning classes/ courses to the community and customized talent development solutions for employers. More than 4,800 students are served annually.

Workforce Training

Heath Care
Emergency Services
Apprenticeship
Commercial Driver's License
Computers & Technology
Business
Industrial Skills & Safety

Community Education

Home & Garden
Recreation
Healthy Living
Culinary Arts
Photography & Graphic Arts
Languages
Money Matters

Customized Training Solutions for employers designed to increase employee competencies.

Continuing Education Units (CEUs) for various professions.

Room Rental options for community members and other organizations.

Industry Testing for a wide variety of fields.

Qualified Worker Retraining Program/

WIOA Adult Services provides qualified adults with workforce preparation, career services, training services and job placement assistance needed to increase occupational skill attainment, obtain industry recognized credentials, and secure employment that leads to self-sufficiency.

Classes are offered weekly and throughout the year.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

NORTH IDAHO COLLEGE

SUBJECT

North Idaho College Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.4.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment. Objective B: Alignment and Coordination.

GOAL 3: Educational Attainment. Objective A: Higher Level of Educational Attainment. Objective B: Timely Degree Completion. Objective C: Access.

GOAL 4: Workforce Readiness. Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement of Board Policy I.M.4, for North Idaho College (NIC) to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

At the meeting, President MacLennan and NIC leadership will provide an overview of NIC's progress in carrying out the institution's strategic direction and highlight new initiatives and programs designed to meet the strategic goals and objectives of NIC and the State Board of Education.

IMPACT

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

ATTACHMENTS

Attachment 1 – North Idaho College Facts & Info (Current overview of the college)

STAFF COMMENTS AND RECOMMENDATIONS

NIC's biannual overview gives the Board the opportunity to discuss with College leadership progress toward NIC's strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward State educational system initiatives.

BOARD ACTION

This item is for informational purposes only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

IDAHO PUBLIC TELEVISION

SUBJECT

Idaho Public Television Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Board Governance item, required by Board policy.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board policy requirement for Idaho Public Television to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

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

IMPACT

The annual report provides the Board with an update on Idaho Public Televisions progress over the last year and an opportunity for the Board to ask questions and provide direction.

ATTACHMENTS

Attachment 1 – Idaho Public Television Annual Review PowerPoint Presentation
Attachment 2 – 2019 PBS Trust One Sheet
Attachment 3 – IdahoPTV Educator One Sheet

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Public Television serves as a provider of high quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the students attendance at the local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Televisions efforts support's the Board's strategic goals.

BOARD ACTION

This item is for informational purposes only.



**IDAHO
PUBLIC
TELEVISION**

Agency Overview

June 20, 2019

Ron Pisaneschi, General Manager

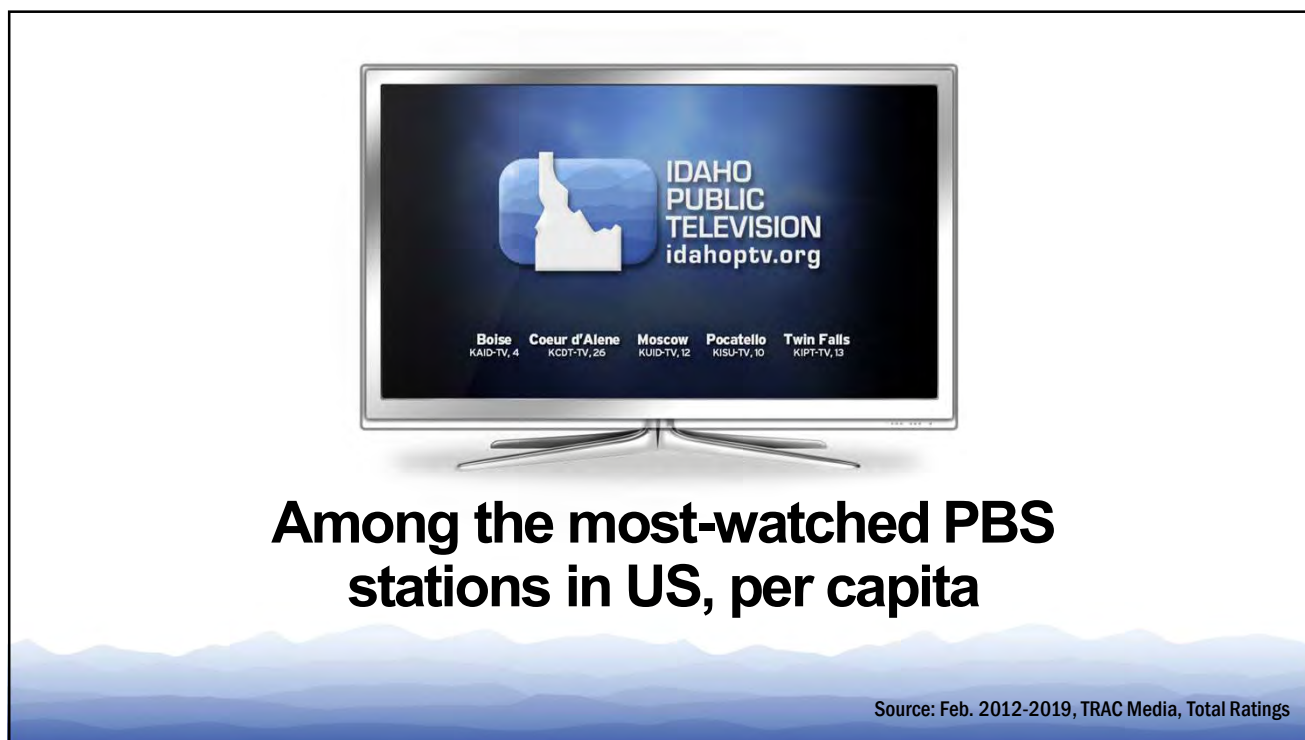
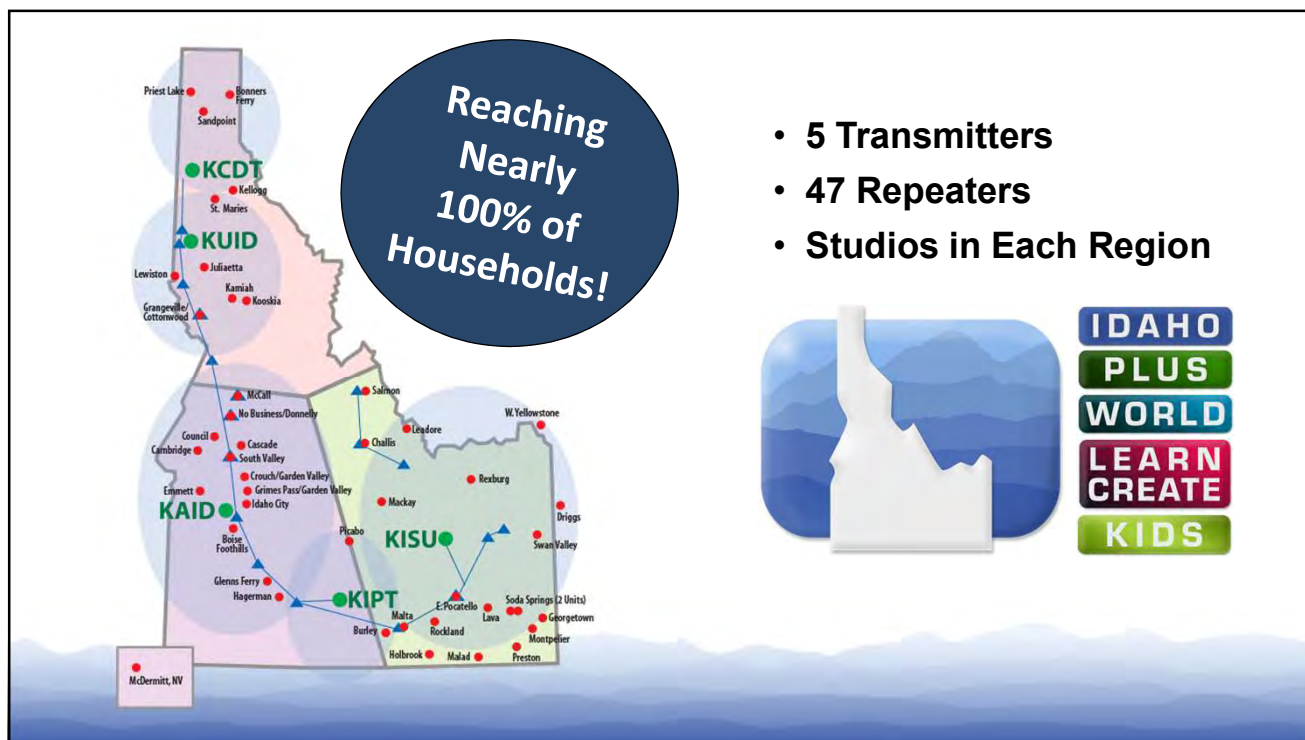
PBS/IdahoPTV Sizzle Reel



Our Mission

Idaho Public Television harnesses the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.



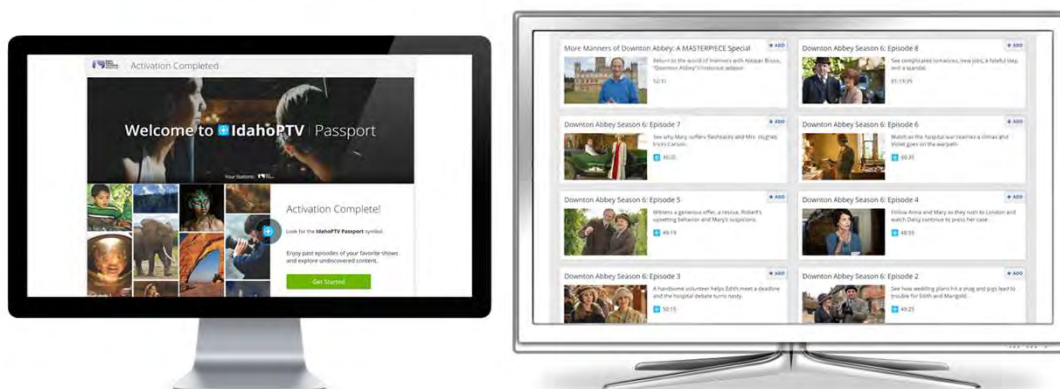


Online Access via Desktop & Mobile Devices



iOS & Android Apps; Roku, Chromecast, AppleTV Channels

IdahoPTV | Passport



Broadcast vs. Online

Video Viewing Is Still Mostly on Television



Broadcast Television
29.5 Hours per Week




Online
6 Hours per Week

Source: November 2018 Nielsen Company


Spectrum Auction/Repacking Update

- KCDT/Coeur d'Alene move from Ch 45 to Ch 18 on track for completion this fall – Funded by FCC
- 10 Translator channels changed so far – Grangeville, Kellogg, Garden Valley, McCall, McDermitt, Malad, Holbrook, Hagerman, Salmon, Snowbank Relay
- 6 Translator channel changes to go – Crouch, Rexburg, Juliaetta, Sandpoint, Priest Lake, Bonners Ferry
- T-Mobile grant for translator changes saving \$500,000+


Technical Staffing Concerns

- Fewer People Entering Broadcast Engineering Field
 - Salaries Not Competitive to Attract Candidates
 - Retention of Existing Staff a Concern
 - FY2021 Budget Request to Address Issue
- 

Educational Initiatives

- PBS Teacher Community Program Grant
 - STEM & Literacy Outreach Initiative
 - CPB Innovation Planning Grant
 - Screenings & New 24 x 7 PBS Kids Channel
 - OSERS Project
 - American Graduate Initiative
 - PBS Parent Engagement in Schools Grant
- 

PBS Teacher Community Program

- Training on Effective Use of Digital Media & Technology in the Classroom
 - Cargill Grant Extended for a Fourth Year
 - Expanding from Buhl, Wendell, and Gooding to Payette, Weiser
 - Research Indicates Positive Impact
 - PBS Learning Media On-line Portal
- 

New TCP Video

STEM & Literacy Outreach Initiative

- Working with Governor's Office on Literacy Initiative
- Libraries & After School Network
- Apps & Online Resources for Kids to Use
- Scratch Jr Coding Camps
- Training for Parents & Caregivers – Progress Tracker

Screenings & PBS KIDS Channel

- Teachers use PBS content more than any other source
- PBS KIDS content delivers results
- Parents trust PBS more than any other media brand
- New channel - broadcast & live streaming



OSERS

- National Comprehensive Center To Improve Literacy for Students with Disabilities at U of Oregon
- Five Year Grant (Now in Year Three)
- Stream Workshops & Produce Teacher Training Videos
- Working with State Department of Education
- Plan Is to Include Training Videos in PBS Teacherline




- PARTNERS -

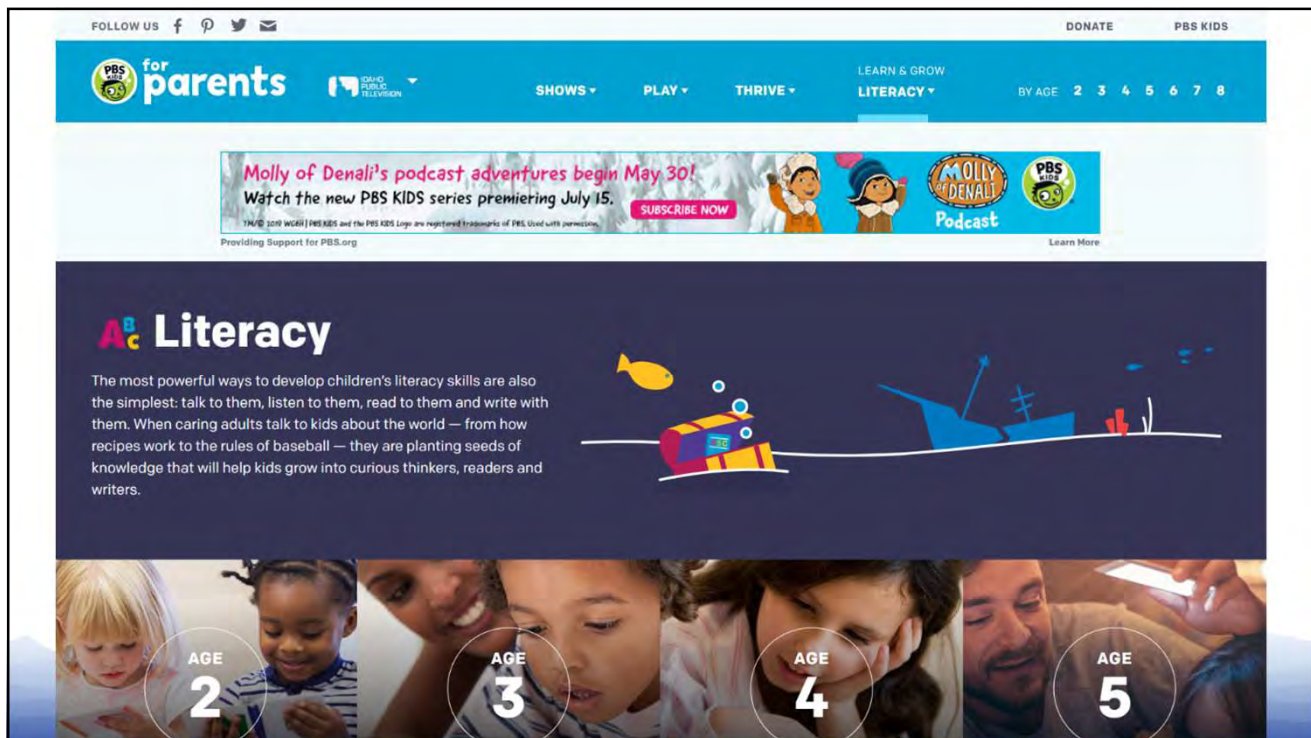




1 minute Am Graduate N. Idaho Video

PBS Parent Engagement Grant

- One of Three Stations Chosen for Two-Year Project
 - Hired Idaho Teacher to Work on Project
 - Working with IAEYC's "Preschool the Idaho Way", RISE/TVEP, Others
 - Planning for Marsing & American Falls
 - Low Income Parents of 3-5 Year-Olds Targeted
 - Provide Resources & Strategies to Help Parents Prepare Children to Enter Kindergarten Ready To Learn
- 



Local Productions

Science
TREK

Dialogue

The Idaho
DEBATES

IDAHO
IN
SESSION



IDAHO
EXPERIENCE

IDAHO
REPORTS

Award Winning Productions

69 International, National & Regional Awards



Science TREK



Clip: Science Trek “Brain” 1 min



Dialogue



The *Idaho*
DEBATES



Crafting a Living
July 2019

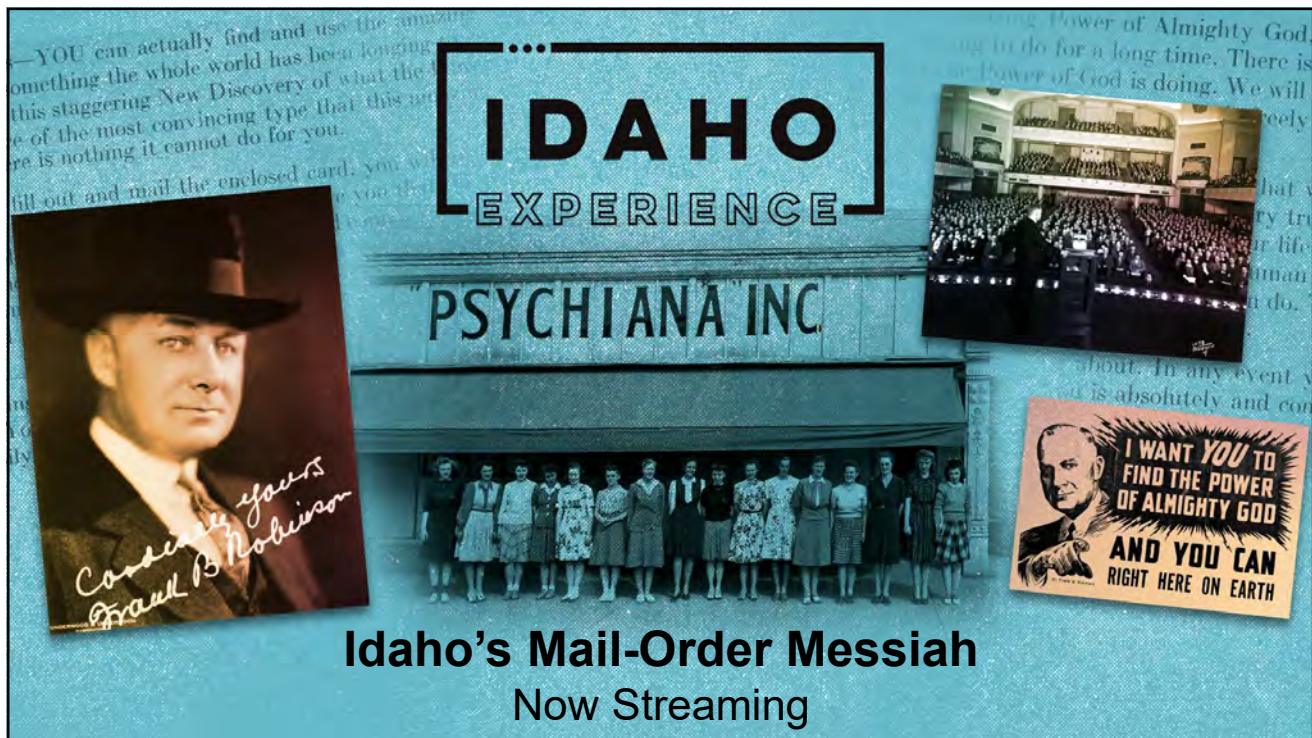
Living With Wildfire
October 2019

Trailblazers
November 2019

A State of Change
December 2019

Outdoor Idaho Video





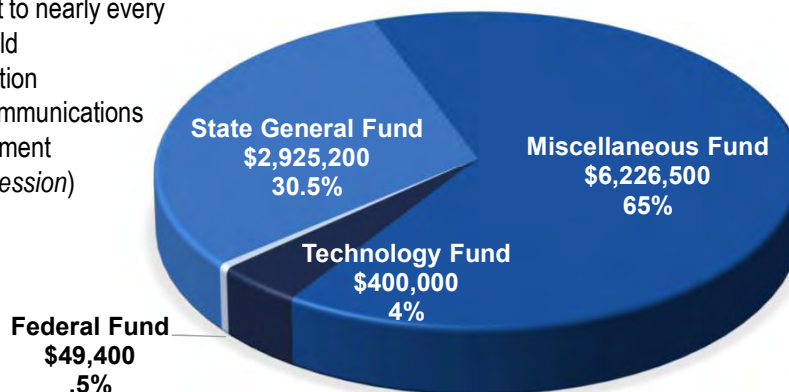
IDEX: Psychiana: Idaho's Mail-Order Messiah Tease



Appropriated Funding FY 2020 \$9,601,100

Statewide Delivery System


- Deliver content to nearly every Idaho household
- Support education
- Emergency communications
- Deliver government
(Idaho In Session)




Educational Content

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

Operational Funding Outlook


- Federal funding to CPB threatened by President
 - Already outperform peers in Private Fundraising – Limited growth projected
 - Increased costs of Programming/Production
 - Only 14 of 69.5 FTP funded with State funds
- 

Other Opportunities/Challenges

- Continue to grow Educational Outreach
 - Continue to grow Local Production efforts
 - Ensure content is available on all platforms
 - Finish transitioning Transmitter/Translators to new channels per FCC repack
- 


FY2021 Line Item Request #1

Increase Salaries of Technical Staff to 100% of Policy to Address Recruitment and Retention Problems

- Inability to Attract New Hires at Salary Available
 - Losing Existing Staff to Better Paying Jobs
 - Solve Equity Between Existing & New Staff
- 


FY2021 Line Item Request #2

New Educational Outreach Position

- Address desire for IdahoPTV to provide more services & professional development workshops to more schools & communities
 - Help reach more regions of the state
- 


FY2021 Line Item Request #3

New Digital Technician Position

- Address increasing need to provide content on new online streaming services
 - Number of technologies and digital platforms growing exponentially
 - Idahoans expect us to provide content when and where they want it
- 

FY2021 Continue Equipment Funding

Critical Equipment & Infrastructure Concerns

- \$23.3 Million in State Fixed Assets
 - \$18.3 Million is Depreciated
 - Federal Capital Grant Programs Eliminated
 - Continuing To Address Deferred Replacement
- 

Q & A

2019

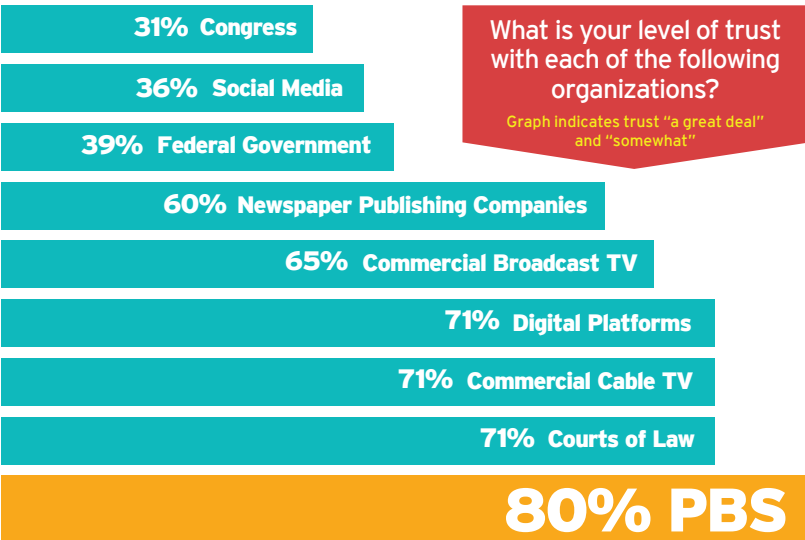
PBS: TRUSTED. VALUED. ESSENTIAL.



FOR 16 YEARS
PBS IS #1 IN PUBLIC TRUST



PBS IS THE
MOST TRUSTED
NEWS
AND
PUBLIC AFFAIRS
NETWORK

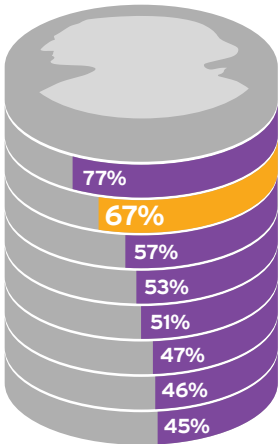


PBS PROVIDES
HIGH VALUE FOR TAX DOLLARS

Rate the value of these taxpayer-funded services provided by the Federal Government.
Graph indicates "excellent" and "good"

89%
BELIEVE
FEDERAL FUNDING
TO PBS IS
TOO LITTLE
OR ABOUT RIGHT

WATCHED BY
86%
OF TV HOUSEHOLDS
(THAT'S 230+ MILLION PEOPLE)
(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., lower income=HH w/Inc <\$25K, rural=Cty Sz C&D. All PBS Stations)



Country's Military Defense
PBS
Overseeing Safety of Food & Drugs
Social Security
Agricultural Subsidies
Highways/Roads/Bridges
Federal Aid to College Students
Environmental Protection



71%
AGREE PBS STATIONS PROVIDE
EXCELLENT VALUE
TO COMMUNITIES

Marketing & Research Resources, Inc. (M&RR) fielded 14 questions via an online survey during the window of January 3-8, 2019. The survey was conducted among a sample of 1,015 adults ages 18+, 490 men and 525 women. The results are weighted to be nationally representative of the US adult population. Results presented throughout are for all respondents, unless otherwise noted.

2019

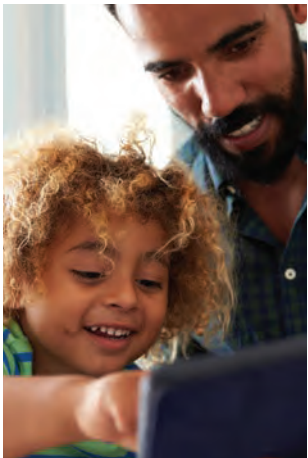
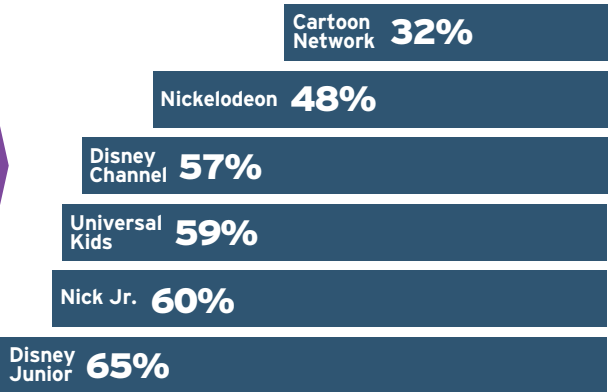
PBS: TRUSTED. VALUED. ESSENTIAL.



PARENTS SAY PBS KIDS
HELPS PREPARE CHILDREN
FOR SUCCESS IN SCHOOL

Which network best prepares children for success in school?

Graph indicates "strongly agree" and "agree"



PBS REACHES

93%
OF NON-INTERNET HOMES

85%
OF LOWER-INCOME HOMES

82%
OF RURAL HOMES

(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., lower income=HH w/ Inc <\$25K, rural= Cty Sz C&D. All PBS Stations)



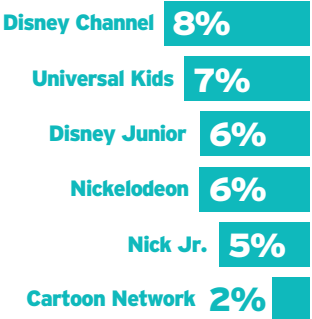
PBS KIDS 83%

PARENTS RATE PBS KIDS
MOST EDUCATIONAL MEDIA BRAND

PBS KIDS 66%



Which network do you believe is the most educational for children?



PBS REACHES

72%
OF ALL KIDS
2-8 YEARS OLD

(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, All PBS Stations, 50% unif., 1+min.)

PBS STATIONS REACH
MORE HISPANIC,
AFRICAN AMERICAN,
ASIAN AMERICAN
AND NATIVE AMERICAN
PRESCHOOL-AGED
CHILDREN
THAN ANY
KIDS TV NETWORK

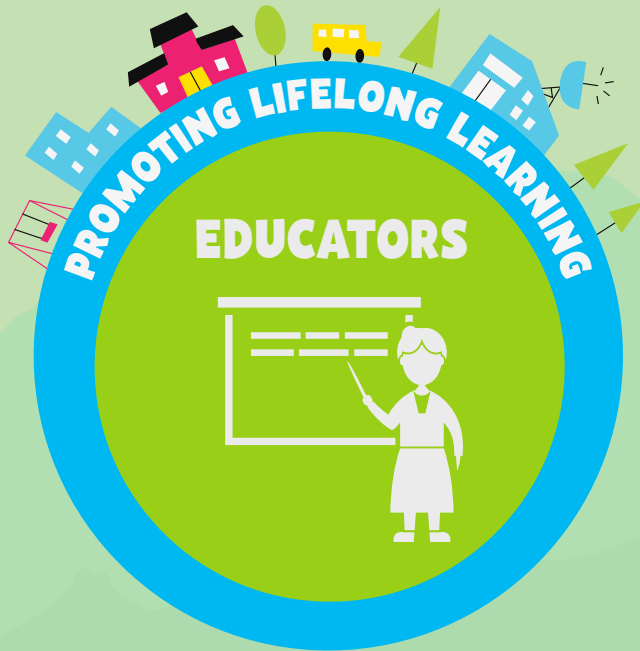
(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., K2-5 Hispanic, Black, Asian/Pacific Islander, American Alaskan Native. All PBS Stations, DSNY, NICK, DSNYJr, NICKJr., SPRT, TOON & DISCFam)

PBS STATIONS REACH
MORE CHILDREN IN
LOW-INCOME
HOMES
THAN ANY
KIDS TV
NETWORK

(Nielsen NPOWER, 9/25/2017 - 9/23/2018, L+7 M-Su 6A-6A TP reach, 50% unif., 1+min., LOH18-49w/C<6, HH w/Inc <\$25K. All PBS Stations, DSNY, NICK, DSNYJr, NICKJr., SPRT, TOON & DISCFam)

PBS LEARNINGMEDIA
OFFERS
EDUCATORS
FREE
ACCESS
TO
THOUSANDS
OF CLASSROOM-
READY RESOURCES

The Learning Ecosystem



FOR EDUCATORS


At Idaho Public Television, we promote lifelong learning by engaging educators, families and communities to support the entire learning ecosystem — and teachers are the backbone of that environment. That's why we provide Gem State educators with free resources across multiple platforms that help teachers achieve success in their classrooms and careers.




- As part of PBS' **Teacher Community Program**,

IdahoPTV created the Teacher Ambassador position to provide in-person professional development

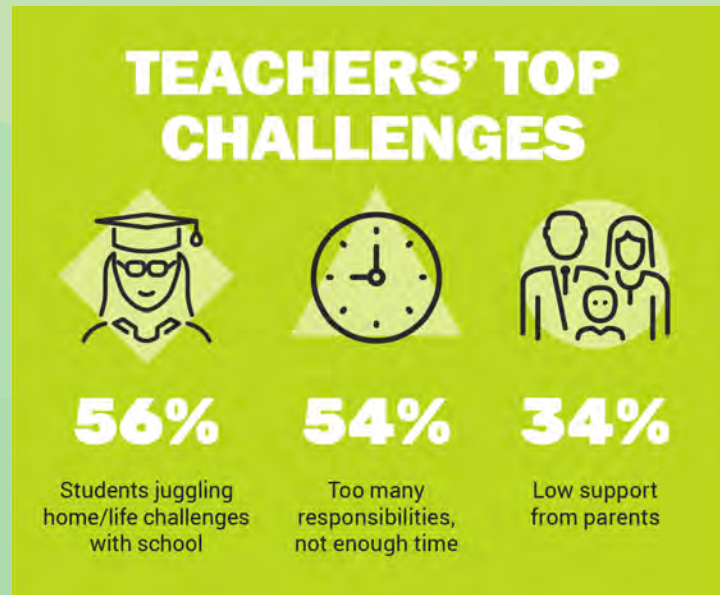
workshops for educators. Idaho's Teacher Ambassador, Kari Wardle, offers digital media and coding camps, lessons on integrating PBS resources in the classroom, trainings on digital collaboration platforms, and customized workshops. Visit idahoptv.org/professionaldevelopment for the list of available trainings.

-  **PBS LearningMedia** (pbslearningmedia.org) is the gateway to America's largest and most trusted classroom for teachers and students. It provides PreK-12 educators with access to thousands of innovative, standards-

aligned digital resources, as well as online professional development opportunities designed to improve teacher effectiveness and student achievement.

-  **PBS TeacherLine** (pbs.org/teacherline) offers facilitated and self-paced professional development courses designed to benefit both beginning and experienced teachers. Topics include science, reading, social studies, math, instructional strategies, and instructional technology. Educators interact with peers and experts in a virtual learning environment to acquire new strategies and tools that can be used right away to enhance classroom instruction.
- IdahoPTV produces an expanding array of resources for teaching science and local history. **ScienceTREK** is an integrated Web and broadcast project designed to introduce science topics to elementary-age schoolchildren, provide educational materials, and inspire students to investigate STEM careers. Idaho teachers are collaborating with IdahoPTV's new series **IDAHO EXPERIENCE**, to create standards-aligned classroom units on the history of Idaho.

Idaho Public Television supports the entire learning ecosystem and promotes lifelong learning by offering educational programs, activities, and resources to Idaho's schools and communities, supporting teachers and parents, and providing children equal opportunities and access to quality educational resources.



"The students were excited and engaged! Coding with PBS KIDS ScratchJr was an amazing experience for them. Most of these kids come from a home that doesn't have access to such technology and it was a blessing that they were able to learn something new like this at school!"
(**Sarah Castleberry** - **Popplewell Elementary School, Buhl**)

"I have enjoyed PBS having a representative available to teachers. It has been a positive to have Teacher Ambassador Kari Wardle in our district sharing technology ideas and techniques in the classroom." (**Winona Gurney** - **Gooding Elementary School**)

"Using the standards-aligned digital assets on Idaho history from PBS LearningMedia is how I went from using a 1970s textbook that is paper-thin to an entire year's worth of curriculum overnight." (**Donovan Dahl** - **Popplewell Elementary School, Buhl**)

Learn More At:

idahoptv.org/teachers



**IDAHO
PUBLIC
TELEVISION**

CHARTER SCHOOL PERFORMANCE IN IDAHO 2018 – CREDO REPORT

SUBJECT

Charter School Performance in Idaho 2019 – CREDO report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination
Goal 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION

In 2018, BLUUM, an Idaho non-profit, provided grant support to Stanford University's Hoover Institution in order to empirically analyze charter school performance in Idaho. This grant support allowed the Center for Research on Education Outcomes at Stanford University (CREDO) to analyze the academic outcomes of charter schools in Idaho. CREDO requested and received de-identified student-level data from the Data Management Council. CREDO used these data to identify Idaho students who were identical to Idaho charter school students along several dimensions and then compared growth in standardized test scores between the two groups. The results from the study were presented to both the Idaho House Education Committee and the Idaho Senate Education Committee in early 2019.

IMPACT

The results from this study will help the Idaho State Board of Education understand charter school performance in Idaho.

ATTACHMENTS

Attachment 1 – Charter School Performance in Idaho 2018, CREDO Report
Attachment 2 – Memorandum from CREDO to the Education Committees of the Idaho House of Representatives and the Senate
Attachment 3 – CREDO presentation to the State Board

STAFF COMMENTS AND RECOMMENDATIONS

CREDO first documented differences in student attributes between traditional public schools, brick-and-mortar charter schools, and online charter schools. Online charter schools were more similar to traditional public schools in terms of the share of students in poverty, the share of special education students, and the share of minority students than were brick-and-mortar charters. Most strikingly, Native American students were over-represented in online charter schools compared to traditional public schools while Hispanic students were under-

represented in both online and brick-and-mortar charters compared to traditional public schools.

CREDO next utilized a sophisticated statistical modeling technique to identify the effect of attending a charter school on a student's academic performance. CREDO presents their results as the average one-year growth of charter school students relative to the constructed comparison group. They found that students who attended charter schools in rural locales saw statistically significant gains in both reading and math. No other locale had these statistically significant gains. CREDO also found that students who attended a brick-and-mortar charter school saw statistically significant learning gains in both reading and math. The gains in reading were equivalent to 30 extra days in reading while the gains in math were equivalent to 35 extra days in math. In contrast, students who attended an online charter school saw a statistically significant loss in learning in math. The loss in math was equivalent to 59 fewer days of learning in math.

CREDO also characterized schools according to both achievement levels on standardized tests as well as growth in scores on standardized tests. They found the majority of the 41 Idaho charter schools included in this analysis were high growth, high achievement in reading (65.9%) and in math (58.6%). In follow-up analysis, CREDO performed this analysis separately for online charter schools and brick-and-mortar charter schools. They found that the majority of the 37 brick-and-mortar charter schools were high growth, high achievement in reading (67.5%) and in math (62.1%). However, among the 4 online charter schools, half were high growth, high achievement in reading (50%), half were low growth, low achievement in reading (50%) and most were low growth, low achievement in math (75%).

Finally, CREDO analyzed whether or not the impact of attending a charter school varied by student demographic. CREDO found statistically significant gains in reading and math for white charter students. It did not find any statistically significant impact for students in poverty, special education students, English Language Learner students, or minority students.

BOARD ACTION

This item is for informational purposes only.



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CENTER FOR RESEARCH ON EDUCATION OUTCOMES

Charter School Performance in Idaho 2019

Charter School Performance in Idaho **2019**



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CENTER FOR RESEARCH ON EDUCATION OUTCOMES

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Center for Research on Education Outcomes

Stanford University

Stanford, CA

<https://credo.stanford.edu>

CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies and accountability practices.

Acknowledgements

CREDO gratefully acknowledges the support of Idaho's Office of the State Board of Education, which contributed its data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence you have placed in us.

CREDO gratefully acknowledges the support of Bluum for this research.

Disclaimers

The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study.

This research used data collected and maintained by Idaho's Office of the State Board of Education (OSBE). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, OSBE or any employee thereof.

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List of Acronyms & Definitions

CREDO	Center for Research on Education Outcomes
EOC	End-of-Course Exam
ELA	English Language Arts
ELLs	English Language Learners
TPS	Traditional Public School
VCR	Virtual Control Record
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
OSBE	Idaho's Office of the State Board of Education
Feeder	A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.
Growth	The year-to-year change in academic performance relative to one's peers. Growth can be positive or negative.

Charter School Performance in Idaho 2019

Introduction

Since the enactment of Idaho's public charter school law in 1998, more than 50 public charter schools in Idaho have offered parents and students choices in their education. Throughout the years, there have been controversies over charter schools. Supporters praise the autonomy that charter schools enjoy in adapting school designs to meet the needs of students, especially those in communities with historically low school quality. Opponents complain that charter schools take students and resources from district schools and further strain existing public schools' ability to improve. However, only a fraction of the debate is grounded in well researched evidence about charter schools' impact on student outcomes.

With the cooperation of Idaho's Office of the State Board of Education (OSBE), CREDO obtained the historical sets of student-level administrative records for the school years from 2014-15 to 2016-17. The support of OSBE staff was critical to CREDO's understanding of the character and quality of the data we received. However, the entirety of interactions with the department dealt with technical issues related to the data. CREDO has developed the findings and conclusions presented here independently.

The study provides an in-depth examination of the academic outcomes for charter schools in Idaho. This current report has two main benefits. First, it provides a rigorous and independent view of the performance of the state's charter schools. Second, the study design is consistent with CREDO's reports on charter school performance in other locations, making the results amenable to benchmarking both nationally and in other locations.

This report begins with a comparison of the students in charter schools compared to other settings. Three related analyses follow. The first type of analysis concerns the overall impact of charter schooling. These results are expressed in terms of the academic progress that a typical charter school student in Idaho would realize from a year of enrollment in a charter school. To help the non-technical reader grasp the findings, we translate the scientific estimates into estimated days of learning based on the foundation of a 180-day school year.

Both legislation and public policy operate to influence school level decisions. Accordingly, the second set of findings look at the performance of students by school attributes, as well as by school and present school average results. These findings are important to understand the range of performance at the school level. As online charter

schools serve students with different characteristics and deliver curriculum differently from brick-and-mortar charters, we break down charter impact by brick-and-mortar charters and online charters. Finally, the third set of analyses looks at the impact of charter school attendance on different student subgroups.

The analysis shows that in a year's time, the typical charter school student in Idaho exhibits similar academic progress in math and stronger growth in reading compared to the educational gains that the student would have made in a traditional public school (TPS). Thinking of a 180-day school year as "one year of learning," an average Idaho charter student experiences stronger annual growth in reading equivalent to 24 additional days of learning. When we look across charter schools in Idaho, we find important performance differences. Roughly forty percent of charter schools show academic progress that is significantly better than the local district options in reading and math. Finally, the student subgroup analysis reveals little differences in the performance of students of different race/ethnicity groups and for students in designated student support programs, except for White students. White charter students account for the majority of charter students in Idaho and they experience higher learning gains in reading and math associated with their attendance in charter schools.

Study Approach

This study of charter schools in Idaho focuses on the academic progress (growth) of students in Idaho's charter schools. In order to study their progress over time, a regular measure of academic performance is needed, so the analysis is constrained to enrolled students who took the state-mandated accountability tests. Our outcome of interest is the one-year gain in learning of charter school students.

Whatever else charter schools may provide their students, their contributions to students' readiness for secondary education, high school graduation, and post-secondary life remains of paramount importance. If charter schools do not succeed in forging strong academic futures for their students, it is unclear whether social and emotional skills can compensate. Furthermore, current data limitations prevent the inclusion of non-academic outcomes in this analysis.

To study academic performance of charter students in Idaho, we relied on scores students received on Idaho state standardized achievement tests. Achievement tests capture what a student knows at a point in time. These test results were fitted into a bell curve format that enabled us to see how students moved from year to year in terms of academic performance. Two successive test scores allow us to see how much progress a student makes over a one-year period; this is also known as a growth score or learning gain. Growth scores allow us to zero in on the contributions of schools separately from other things that affect point-in-time scores. The parsed effect of schools in turn gives us the chance to see how students' academic progress changes as the conditions of their education transform. This is the analytic foundation for our examination of the academic impact of enrollment in charter schools.

We employ the Virtual Control Record (VCR) method developed by CREDO in our analysis.¹ We strive to build a VCR for each charter school student. A VCR, or a “virtual twin”, is a synthesis of the actual academic experiences of up to seven students who are identical to the charter school student, except for the fact that the VCR students attend a TPS that each charter school’s students would have attended if not enrolled in the charter school. This synthesized record is then used as the counterfactual condition to the charter school student’s performance.



[Click here for an infographic about the Virtual Control Record method.](#)

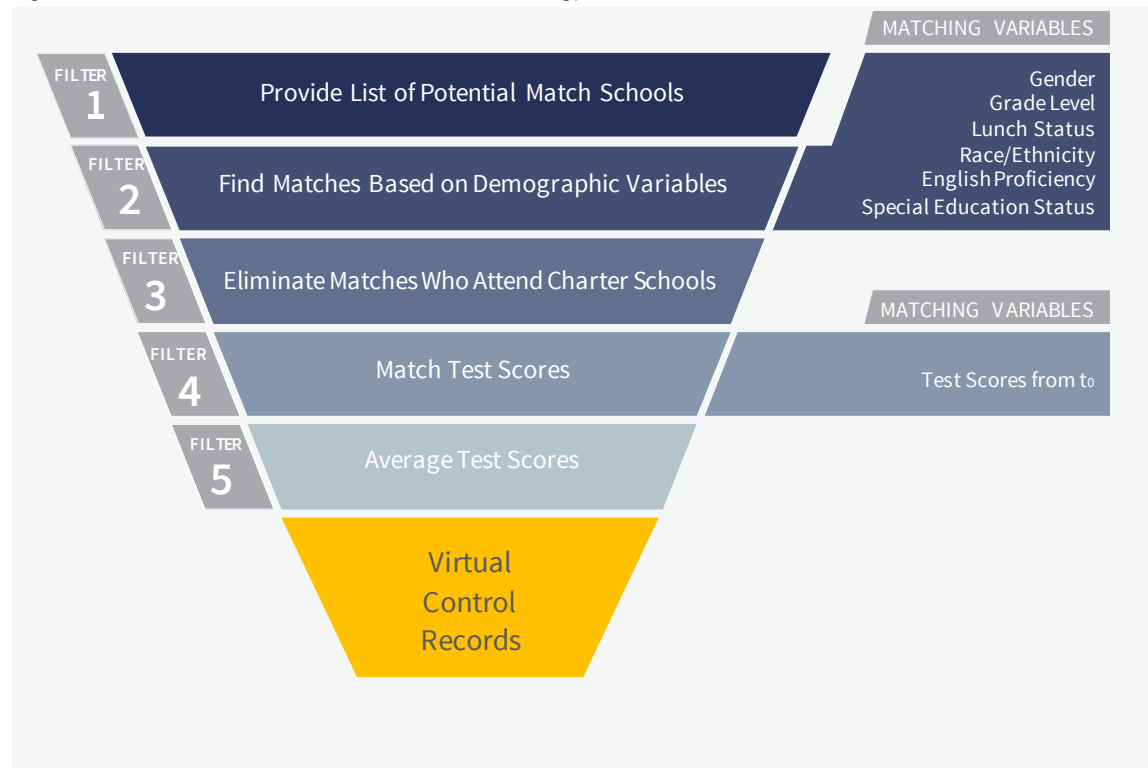
Our approach is displayed in Figure 1. We identify all the traditional public schools whose students transfer to a given charter school; each of these schools is designated as a “feeder school.” Using the records of the students in those schools in the year prior to the test year of interest (t_0), CREDO selects all of the available TPS students who match each charter school student.

Match factors include:

- Grade level
- Gender
- Race/Ethnicity
- Free or Reduced-Price Lunch Status
- English Language Learner Status
- Special Education Status
- Prior test score on Idaho state achievement tests

¹ Davis, D. H., & Raymond, M. E. (2012). Choices for studying choice: Assessing charter school effectiveness using two quasi-experimental methods. *Economics of Education Review*, 31(2), 225–236.

Figure 1: CREDO Virtual Control Record Methodology



At the point of selection as a VCR-eligible TPS student, all candidates and the individual charter school student have identical traits and matching baseline test scores. The focus then moves to the subsequent year, t1. The scores from this test year of interest (t1) for as many as seven VCR-eligible TPS students are then averaged and a Virtual Control Record is produced. The VCR produces a score for the test year of interest that corresponds to the expected result a charter student would have realized had he or she attended one of the traditional public schools.

The above VCR method has been used in previous CREDO publications. In our previous reports, if a charter student could be tracked for multiple periods in the study window, we matched the student for all the periods using the records in the year prior to the first growth period. In this study, we match the student period by period to conform to the new baseline equivalence criteria specified in Procedures Handbook Version 4.0 of What Works Clearinghouse (WWC).² Altering the match in this way means that caution is advised when comparing findings in this study and previous reports.

² What Works Clearinghouse, "Procedures Handbook Version 4.0," 2017, https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_handbook_v4.pdf.

Using statistical methods, we isolate the contributions of schools from other social or programmatic influences on a student's growth. Student growth data are analyzed in standard deviation units so that the results can be assessed for statistical differences. All the findings that follow are reported as the **average one-year growth** of charter school students relative to their VCR-based comparisons. With three years of student records in this study, it is possible to create two periods of academic growth. Additional details of the matching methodology are provided in the Technical Appendix. In this study of Idaho, it was possible to create virtual matches for 84 percent of tested charter school observations in reading or math.

To assist the reader in interpreting the meaning of growth, we include an estimate of the number of days of learning required to achieve growth of particular units of standard deviations. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the 2017 National Assessment of Educational Progress (NAEP) test scores.³ Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size is equivalent to 590 days of learning.

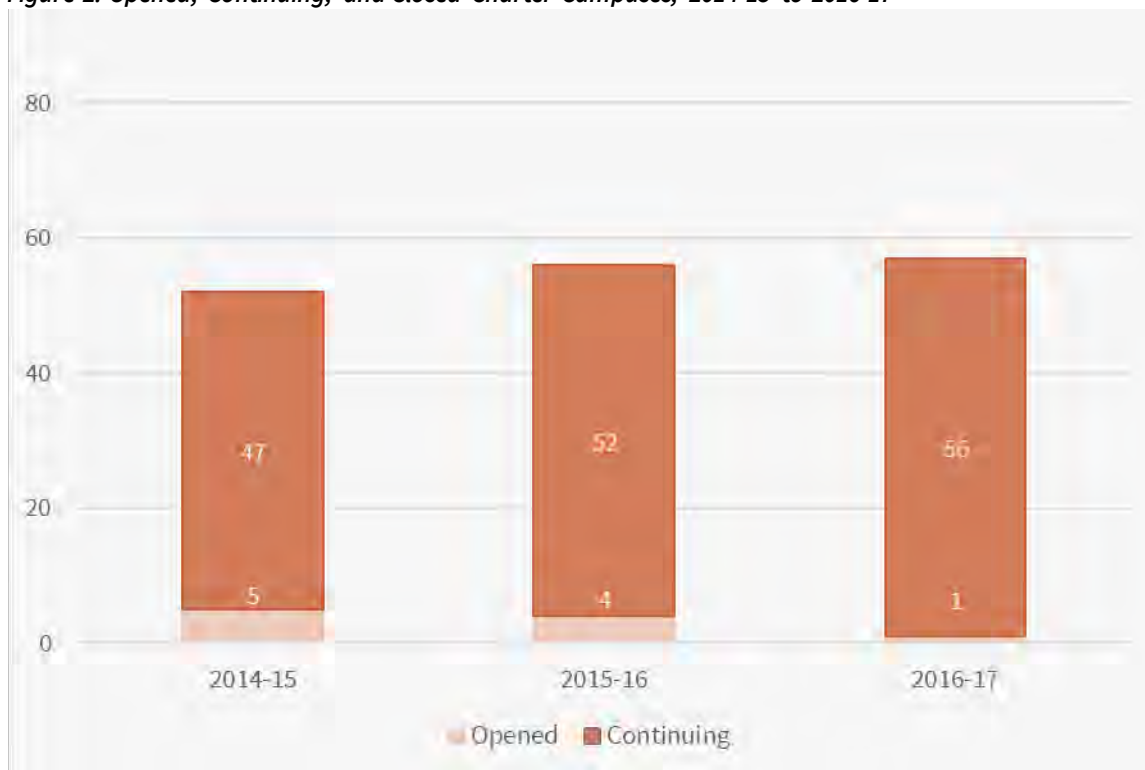
³ Detailed information about the 2017 NAEP test scores can be accessed via the "NAEP Reading Report Card" at https://www.nationsreportcard.gov/reading_2017/?grade=4 and the "NAEP Mathematics Report Card" at https://www.nationsreportcard.gov/math_2017/?grade=4.

Idaho Charter School Landscape

Idaho Charter School Demographics

The Idaho charter school sector grew slightly over the three-year study period. Figure 2 notes the newly opened, continuing, and closed charter school campuses from the 2014-15 school year to the 2016-17 year according to the National Center for Education Statistics (NCES).⁴ Figure 2 portrays an upward trend in the number of charter schools open in Idaho over three years.

Figure 2: Opened, Continuing, and Closed Charter Campuses, 2014-15 to 2016-17



The overall size of the charter school community has three different components. The first is the number of existing charter schools that continue operations from one year to the next. The second is the number of charter schools that are closed in a given year. The third factor is the number of new charter schools that open in a given year. In Idaho, charter campus expansion was partly driven entirely by opening of new campuses; there were no

⁴ The data were retrieved from “Public Elementary/Secondary School Universe Survey Data,” National Center for Education Statistics, <https://nces.ed.gov/ccd/pubschuniv.asp>. “Opened schools” indicates schools opened as new schools in the fall of the displayed year. “Continuing schools” indicates schools that were opened prior to the fall of the displayed year and remain open into the next school year (i.e. a school listed as continuing in the 2016-17 column opened some time prior to 2016-17 and did not close in 2016-16). There were no charter schools that ceased operation in the years covered in this study.

closures. The total number of charter schools increased from 52 schools in the 2014-15 school year to 56 and 57 in 2015-16 and 2016-17, respectively.

The demographics of student population in charter schools may not mirror those of the TPS in Idaho as a whole. As charter schools are able to choose their location, the demographic profile of the set of students they attract may differ from the overall community profile. Furthermore, charter schools may offer different academic programs and alternate school models which may disproportionately attract particular groups of students relative to TPS. In addition, parents and students choose to attend charter schools for a variety of reasons, such as location, school safety, small school size, academic focus, or special interest programs. The cumulative result of all these forces is that the student populations at charter schools and their TPS feeders⁵ may differ. Table 1 presents the characteristics of the student populations in all Idaho traditional public schools, in those TPS that comprise the set of charter feeder schools, and in the charter schools themselves in the 2015-2016 school year.

Table 1: Demographic Comparison of Students in TPS, Feeders and Charters: 2015-16

	TPS	Feeders	Charters
Number of schools	691	382	54
Average enrollment per school	395	502	359
Total number of students enrolled	272,869	191,673	19,381
Students in Poverty	27%	28%	19%
English Language Learners	5%	5%	1%
Special Education Students	11%	11%	9%
White Students	76%	76%	81%
Black Students	1%	1%	1%
Hispanic Students	18%	18%	9%
Asian/Pacific Islander Students	2%	2%	2%
Native American Students	1%	1%	4%
Multi-Racial Students	2%	3%	2%

The data in Table 1 show that the demographic profile of charter schools is different from that of the public school population in Idaho as a whole and also different from the feeder schools their students would otherwise attend. In fact, the demographics for the feeder schools are more similar to the TPS population than to the charter population. The charter schools in Idaho have larger shares of White, and Native-American students and smaller

⁵ A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.

proportions of Hispanic students than TPS and feeder schools. The percentage of students in poverty enrolled in charter schools is noticeably smaller than in TPS and feeders.⁶

The proportion of students in charter schools receiving special education services is a continuing topic of focus and debate. As seen in Table 1, nine percent of students in Idaho charter schools have a designated Special Education status, two percentage points lower than the distributions in TPS and the feeder schools. The percentage of students with special education needs in Idaho charters differs from Idaho TPS and feeders only by a couple of percentage points. The difference in the proportion of students with special education needs between charters and traditional public schools in Idaho is similar to the difference in the proportion of special education students between national charter schools and traditional public schools at the national level.⁷ A smaller share of Idaho charter school population is designated as English language learners than the shares in the feeder schools and all of TPS. The student profile for the entire charter school community as displayed in Table 1 does not reveal any strong advantages in the stock of students attending charter schools.

Online charter schools have received increasing attention in the educational landscape nationally and in Idaho. With no physical or geographic barriers to enrollment, online charter schools draw students from across the state and use online instruction as the method of curriculum delivery. People often use the terms of “online schools”, “cyber schools”, and “virtual schools” interchangeably. Virtual schools in this study adhere to the definition of virtual schools by the National Center for Education Statistics (NCES). According to the definition of NCES (2016, p.9), a school is a virtual school if it is “a public school that only offers instruction in which students and teachers are separated by time or location, and interaction occurs via computers or telecommunications technologies. A virtual school generally does not have a physical facility that allows students to attend classes on site.”⁸

As shown in a one-year snapshot in Table 2, online charter schools educate more than 15 percent of Idaho charter students and serve different student populations than brick-and-mortar charters. It is useful to note that online charters enroll more about 50 percent more students than brick-and-mortar charters; even so, the size of Idaho online charters is much smaller than is seen elsewhere. Of particular interest is the high share of Native American students in Idaho online charter schools, 13 percent contrasts sharply to their share in brick-and-mortar schools as well as TPS and feeder schools, all of which have 1 percent of their enrollment as Native Americans. This larger fraction helps explain why the share of white students in online charters is lower than other charter schools. Online charters also serve more students living in poverty than brick-and-mortar charters. The number of Special Education students is greater in Idaho online charters than in brick-and-mortar charters. Overall, within-sector

⁶ Our information on eligibility for subsidized school meals reflects Idaho’s State Department of Education’s information on eligibility confirmed through “Direct Certification.” See also footnote 18.

⁷ National Center for Special Education in Charter Schools, “Key Trends in Special Education in Charter Schools”, 2018, retrieved from <http://www.ncsecs.org/blog/2018/10/8/key-trends-in-special-education-in-charter-schools>.

⁸ National Center for Education Statistics, “Documentation to the 2014-15 Common Core of Data (CCD) Universe Files,” 2016, retrieved from “Public Elementary/Secondary School Universe Survey Data,” <https://nces.ed.gov/ccd/pubschuniv.asp>.

comparisons in Table 2 indicate that online charter schools serve larger shares of students who are disadvantaged on various dimensions than brick-and-mortar charters.

Table 2: Demographic Composition of Overall, Brick-and-Mortar, and Online Charter Schools: 2015-16

	All Charters	Brick-and-Mortar Charters	Online Charters
Number of schools	54	44	10
Average enrollment per school	359	330	488
Total number of students enrolled	19,381	14,501	4,880
Students in Poverty	19%	17%	28%
English Language Learners	1%	1%	1%
Special Education Students	9%	7%	13%
White Students	81%	83%	76%
Black Students	1%	1%	1%
Hispanic Students	9%	10%	8%
Asian/Pacific Islander Students	2%	2%	1%
Native American Students	4%	1%	13%
Multi-Racial Students	2%	3%	2%

Analytic Findings of Charter School Impacts

Overall Charter School Impact on Student Progress

A foundational question of this study is whether charter schools differ overall from traditional public schools in how much their students learn. To answer this question, we estimate the one-year academic gains observed for all matched charter school students in all growth periods and compare their average learning gain with that of the VCR students.

Please refer to the text box titled Graphics Roadmap No. 1 where guidance is provided to help readers understand the charts that follow.

As described in the Study Approach section, student growth data are analyzed in units of standard deviations so that the results can be assessed for statistical differences. To help the reader interpret our analysis results, we transform standard deviation units of growth into days of learning, shown in Table 3.⁹

In order to understand “days of learning,” consider a student whose academic achievement is at the 50th percentile in one grade and also at the 50th percentile in the following grade the next year. The progress from one year to the next equals the average learning gains for a student between the two grades. That growth is fixed as 180 days of effective learning based on the typical 180-day school year.

Students with positive differences in learning gains have additional growth beyond the expected 180 days of annual academic progress while those with negative differences in learning gains have fewer days of academic progress in that same 180-day period of time. Interested readers can refer to the Study Approach section and Appendix B (Technical Appendix) for additional details on the computation of days of learning.

⁹ The values in Table 3 are updated from past reports using the latest (2017) NAEP scores, which show slower absolute annual academic progress than earlier administrations. See Eric A. Hanushek, Paul E. Peterson, and Ludger Woessmann, “Achievement Growth: International and U.S. State Trends in Student Performance,” *Education Next* 12 (July 2012): 1–35.

Graphics Roadmap No. 1

The graphics in this section have a common format.

Each graph presents the average performance of charter students relative to their **pertinent comparison students**. The reference group differs depending on the specific comparison being made. Where a graph compares student subgroup performance, the pertinent comparison student is the same for both subgroups. Each graph is labeled with the pertinent comparison group for clarity.

We show two axes on the graphs to help the reader get a sense of learning gains. The **left axis** indicates standard deviation units of learning gains of charter students relative to their comparison students. The **right axis** displays the same learning gains in days of learning. The statistical tests are performed on the values as they are enumerated on the left axis.

The **height** of the bars in each graph reflects the difference between charter school performance and the comparison student group.

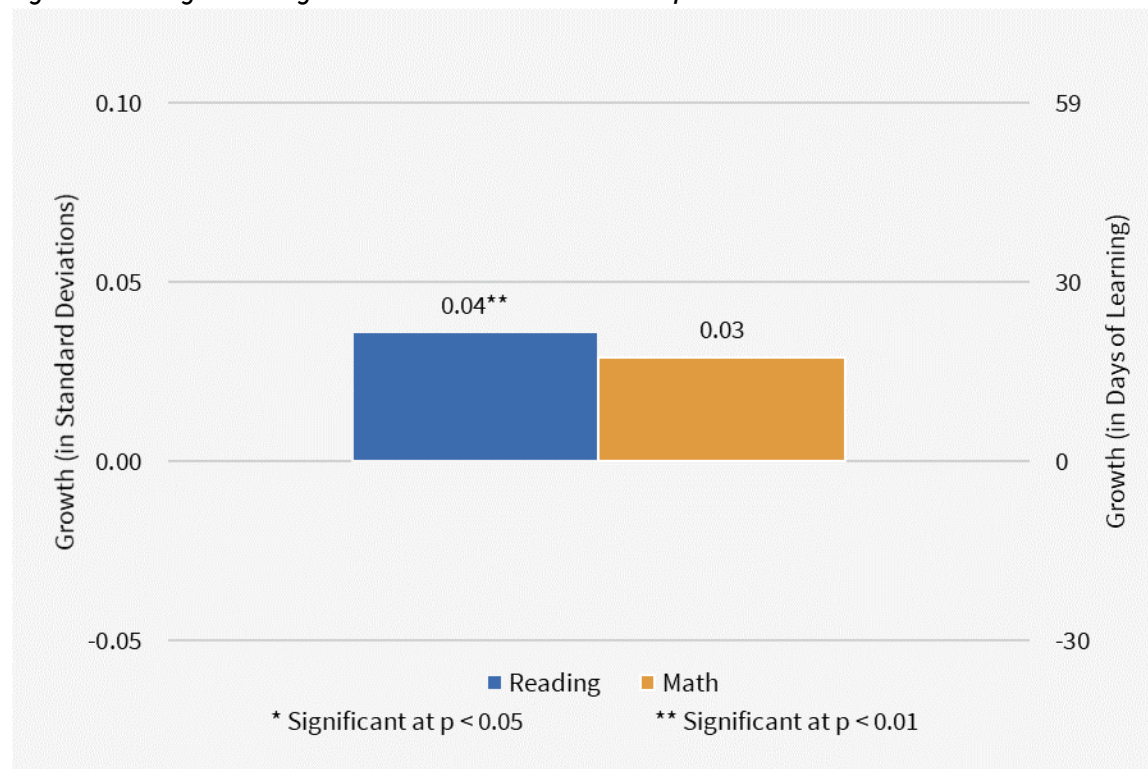
Stars are used to reflect the level of statistical significance of the difference between the group represented in the bar and its comparison group of similar students in TPS. The absence of stars means that the schooling effect is not statistically different from zero.

Table 3: Transformation of Average Learning Gains to Days of Learning

Standard Deviations	Days of Learning
0.05	30
0.10	59
0.15	89
0.20	118
0.25	148
0.30	177
0.35	207

Figure 3 displays the overall charter school impact on student academic progress in Idaho. The reference group, represented by the 0.00 baseline in the graph, is the average TPS VCRs in the state. Using the results from Figure 3 and the transformations from Table 3, we can see that in a typical school year, charter students in Idaho experience higher academic progress than their TPS peers in reading. This advantage for charter students is equivalent to 24 additional days of learning in reading in a 180-day school year. Because the difference in the growth in math is not statistically significant, Idaho charter students experience similar growth in the 180-day period as they would have in a traditional school setting.

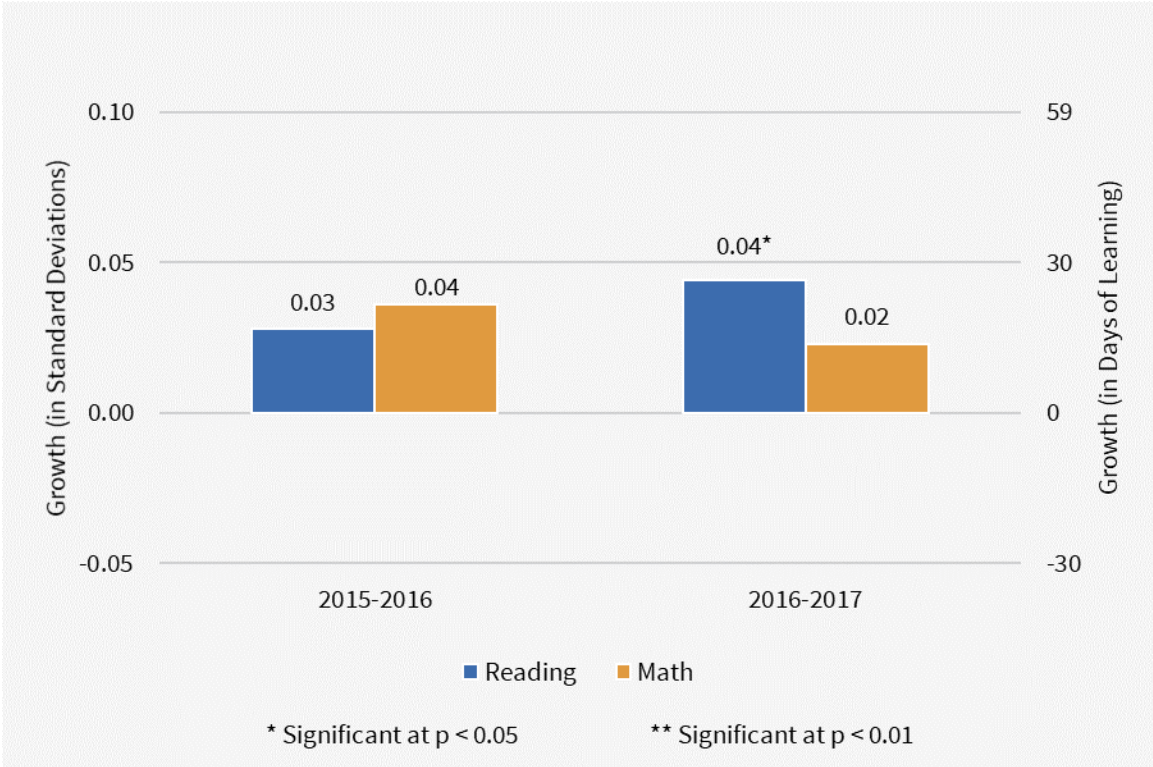
Figure 3: Average Learning Gains in ID Charter Schools Compared to Gains for TPS VCRs



Charter School Impact by Growth Period

To determine whether performance is consistent over the window of this study, the impact of attending a charter school on academic progress is examined separately for each of the three growth periods. Recall that a growth period is the measure of progress from one school year to the next. In the presentation of results in Figure 4, the denotation "2015-2016" covers academic growth that occurred between the end of the 2014-2015 school year and the end of the 2015-2016 school year. Similarly, the denotation "2016-2017" corresponds to the year of growth between the 2015-2016 and the 2016-2017 school years. To determine whether performance was consistent over recent time, the average charter school effects were disaggregated into the two growth periods of this study.

Figure 4: Average Learning Gains in ID Charter Schools Compared to Gains for VCR Students by Growth Period, 2015-2017



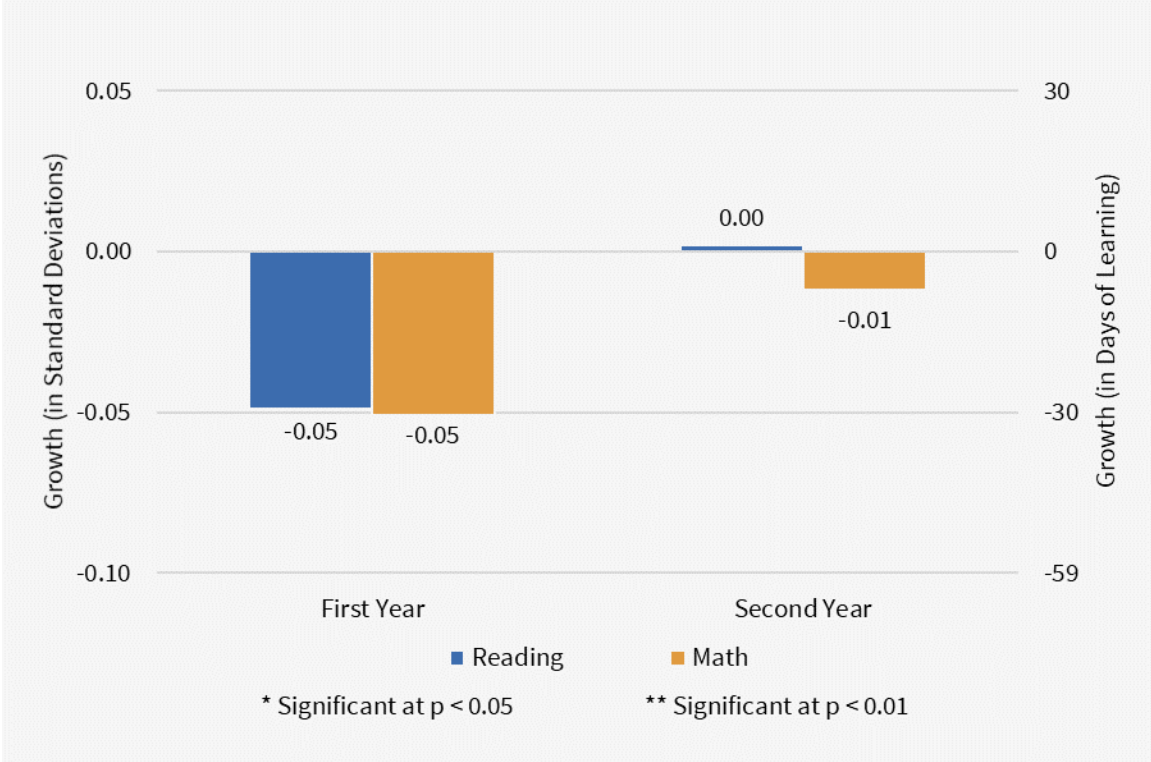
The gains of Idaho charter school students in the 2015-2016 growth period do not differ statistically from the performance of their TPS peers in either reading or math. At the same time, the gains of Idaho charter school students in the 2016-2017 growth period are significantly higher than the growth of their TPS peers in reading. We do not find charter school students to have statistically different math gains from the gains of their TPS peers. During the 2016-2017 growth period, charter students demonstrate growth of approximately 24 more days of learning in reading compared to their TPS counterparts.

Charter School Impact by Students' Years of Enrollment

Students’ academic growth may differ depending on how many years they enroll in a charter school. To test the relationship between progress and the length of enrollment in a charter school, we group separately test scores from students in the first year of charter enrollment and scores from students in their second year of charter attendance. In this scenario, the analysis is limited to the charter students who enroll for the first time in a charter school between the 2015-16 and 2016-17 school years and their TPS VCRs. Thus, while the analysis of the overall charter impact uses 14,915 student observations in reading and 14,814 student observations in math, the analysis of charter impact by the number of years of charter enrollment speaks to 4,016 and 4,005 student observations in reading and math, respectively. A further breakout of the number of student observations by different lengths of charter attendance is provided in Appendix A.

Although this approach reduces the number of students included, it ensures an accurate measure of the effect of continued enrollment over time. The results for this subset of the full study sample should not be directly compared with other findings in this report. The results are shown below in Figure 5.

Figure 5: Average Learning Gains in ID Charter Schools Compared to Gains for VCR Students by Years in Charter



As Figure 5 shows, Idaho charter school students experience learning growth in the first and the second year of charter attendance that is not statistically different from that of students (VCR) enrolled in traditional public school settings. Drawing from CREDO’s National Charter School Study II (2013), we find that the learning gains associated with the second year of charter school attendance in Idaho are not too far below the average learning gains associated with the second year of charter school attendance. At the same time, in the earlier national

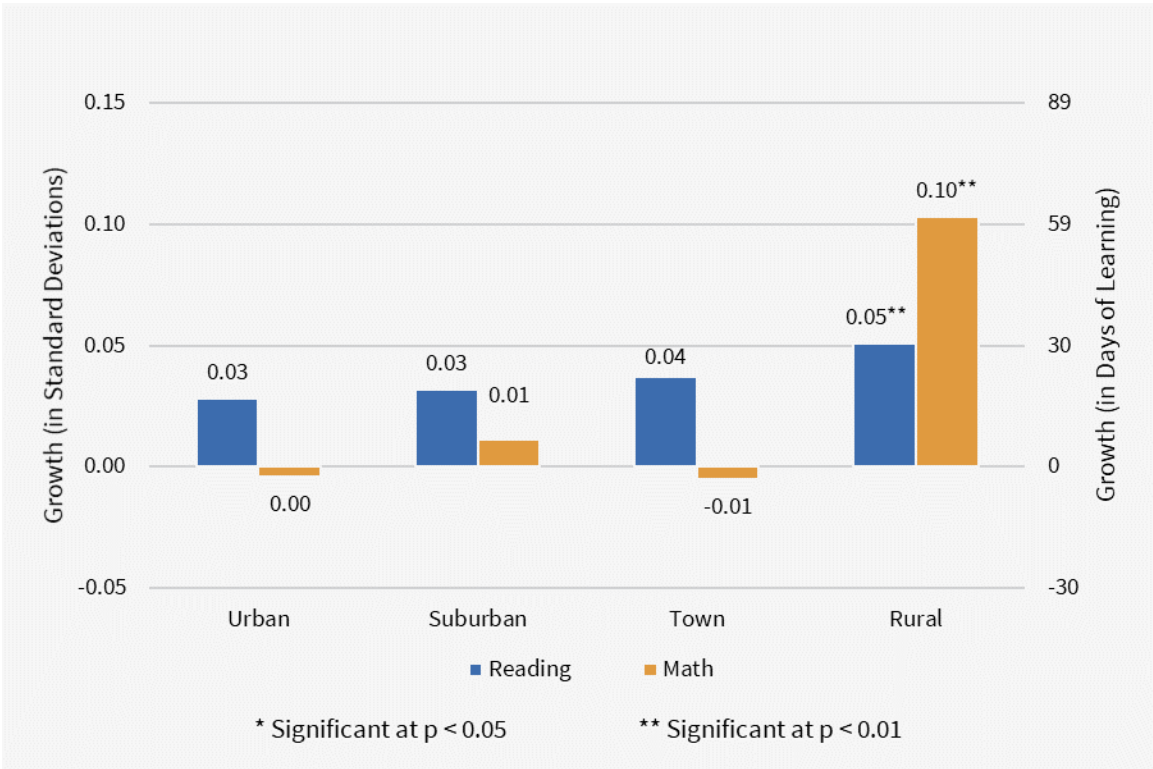
study, the second year of charter school attendance is associated with higher learning growth when compared to the first year of charter school attendance. This pattern is also seen in Idaho, although this trajectory is short, given the limited year span of this study.

Charter School Impact by School Attribute

Charter School Impact by School Locale

Depending on their locales, charter schools may serve different student populations, face different levels of available human capital or both. Though charter schools in urban areas receive the bulk of media attention, charter schools in other locales may produce different results. The results in Figure 5 represent the disaggregated impacts of charter school enrollment for urban, suburban, town, and rural charter schools. In this breakdown, charter students in different locations are compared with their virtual twins in TPS.¹⁰ For the following analysis, the comparison is relative to whatever actual progress each group of VCRs realized. But the reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

Figure 6: Average Learning Gains in ID Charter Schools Compared to Gains for VCR by School Locale



¹⁰ The National Center for Education Statistics defines 12 urban-centric locales which are divided into four main locale types: city, suburb, rural, and town.

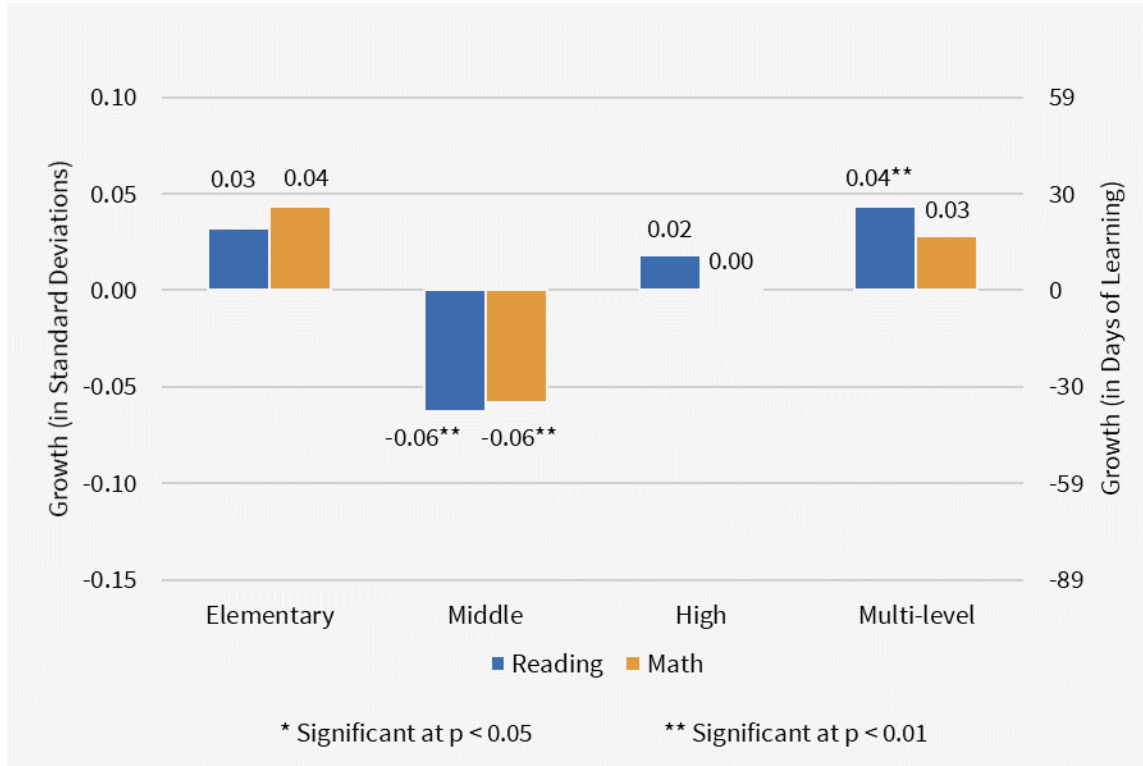
Figure 6 illustrates differences in the academic growth of charter students across locales. Figure 6 shows that Idaho charter students in urban, suburban or town locations perform similarly to their respective TPS VCRs in both reading and math. Students in rural charter schools outperform their TPS VCRs by 30 days of learning in reading and 59 days of learning in math. This finding is important for two reasons. It stands in sharp contrast to results for rural charter schools in other states. The second insight is that rural charters contribute significantly to the overall differences between students from all charters and their TPS VCRs shown earlier in Figure 3.

Charter School Impact by School Grade Configuration

All charter schools choose which grade levels to offer. Some charter operators focus on particular grades, some seek to serve a full range of grades, and others develop by adding one additional grade each year. The National Center for Education Statistics assigns schools the label of “elementary school,” “middle school,” “high school,” or “multi-level” school based on their predominant grade pattern.¹¹ The designation “Multi-level charter schools” can apply to a school that serves elementary and middle grades, middle and high grades, or all K-12 grades. Looking at performance by school grade configuration helps inform us whether specialization in a specific range of grades produces better results. Figure 7 shows the learning gains of students in charter schools of different grade configurations compared to their respective VCRs in TPS. The reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

¹¹ The National Center for Education Statistics (NCES) designates a school as an elementary, middle, high, or multi-level school. CREDO uses the designation by NCES. The sole exception is that CREDO considers a school to be a high school if the lowest grade served is ninth grade or above.

Figure 7: Average Learning Gains in ID Charter Schools Compared to Gains for VCR by School Grade Configuration



The results in Figure 7 show that, on average, charter multi-level school students post the strongest academic growth compared to their TPS virtual twins in reading. Their growth in math is similar. The reading result is equivalent to 24 additional days of learning. Students attending elementary or high charter schools demonstrate similar growth in reading and math, compared to their TPS VCRs.

Opposite patterns are found among charter students enrolled in middle schools. Students in middle charter schools experience the weakest growth compared to their TPS virtual twins in both reading and math, where they have an equivalent of 35 fewer days of learning than TPS VCRs in either subject.

Charter School Impact by Delivery System

There are both brick-and-mortar and online charters in Idaho.¹² Students from all over the state can attend online charter schools and receive instruction online. As Table 2 reveals, online charter schools enroll over 25 percent of charter students; 4,880 of the state's roughly 19,000 students attend the 10 online campuses in Idaho. Table 2 also shows that online schools have different student compositions compared to brick-and-mortar charters. CREDO's earlier study also finds that online charter schools serve students with higher mobility rates and, across the group of online schools studied, had significantly negative impacts on student academic progress.¹³

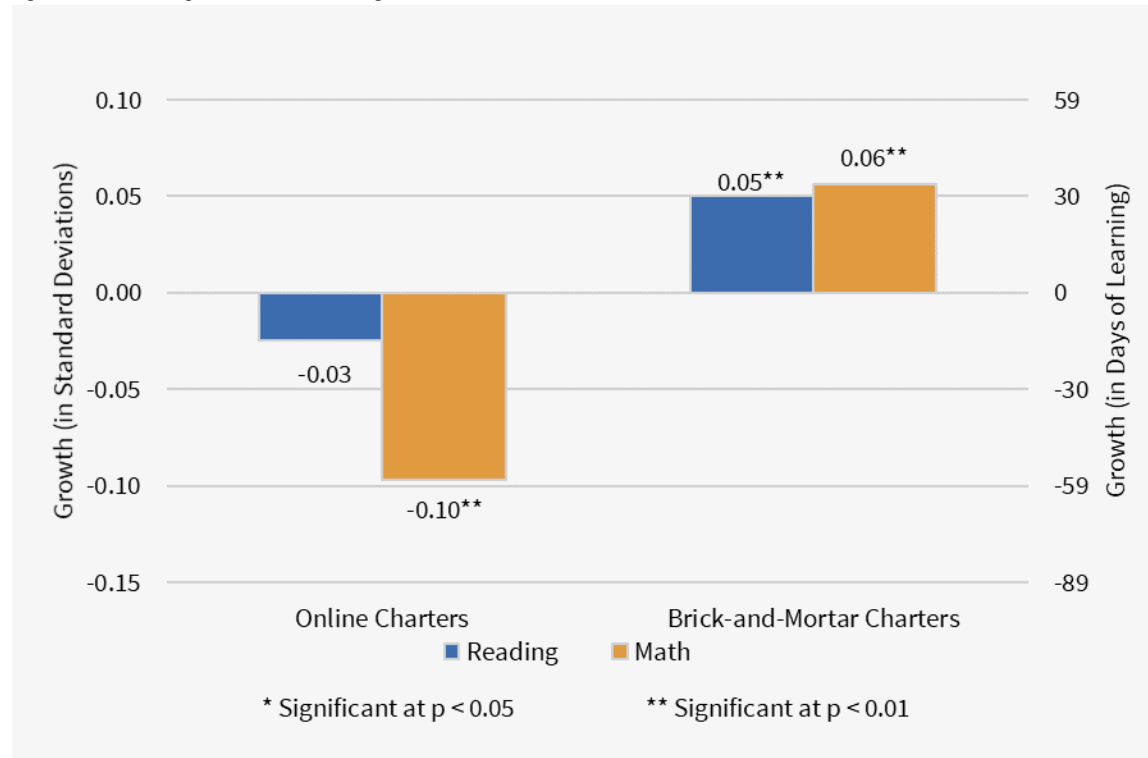
In this sector, we break down the charter school impact on student performance by delivery system and display two distinct comparisons in two graphs:

1. Figure 8 compares the performance of students in online charter schools and students in brick-and-mortar charters against the performance of a common reference group, the "statewide average TPS VCR."
2. Figure 8a compares the difference in learning of students enrolled in online charter schools and those who attend brick-and-mortar charters.

¹² We use information from Idaho's State Department of Education to identify online charter schools: <https://www.sde.idaho.gov/school-choice/files/School-Choice-Packet.pdf>, Retrieved on Dec 5th, 2018

¹³ James L. Woodworth, Margaret E. Raymond, Kurt Chirbas, Maribel Gonzalez, Yohannes Negassi, Will Snow, and Christine Van Donge, *Online Charter School Study 2015*, CREDO (Center for Research on Education Outcomes), Stanford University, <https://credo.stanford.edu/pdfs/Online%20Charter%20Study%20Final.pdf>.

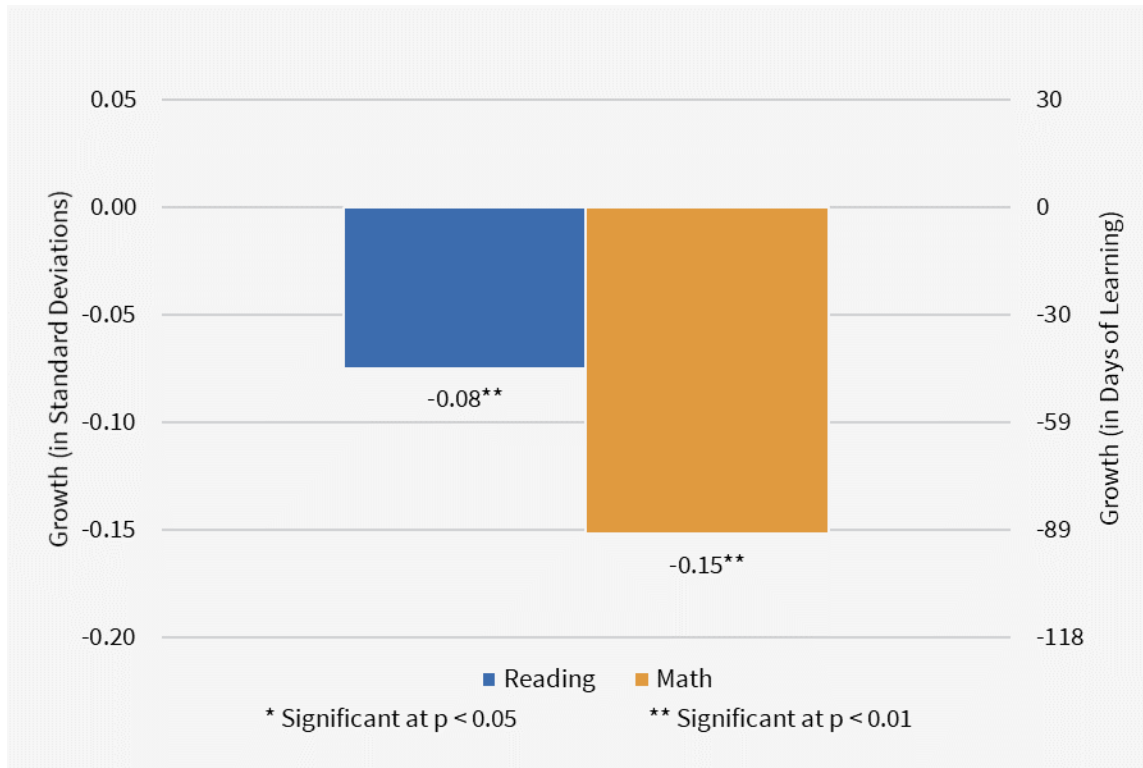
Figure 8: Student Learning Gains for Students in Online and Brick-and-Mortar Charter Schools Benchmarked against Learning Gains for Average TPS VCRs



According to Figure 8, students attending online charter schools have similar growth in reading and weaker growth in math compared to the average TPS VCRs. The gap translates to 59 fewer days of learning in math for online charter students. It is worth highlighting the contrast between the results for online charter schools in Idaho to our earlier findings for online charters schools in 17 states and the District of Columbia.¹³ Specifically, CREDO’s earlier study found significant learning losses for online charters in both reading and math. We find no learning loss in reading associated with online charter schools in Idaho, while the learning loss in math is smaller than that at the national level, found in CREDO’s earlier study. Students in brick-and mortar charters exhibit stronger growth in reading and math, equivalent to 30 and 35 extra days of learning, respectively, compared with the average TPS students.

Figure 8a benchmarks the performance of students in online charter schools against that of students attending brick-and-mortar charters (whose performance is represented by the 0.00 line). Online charter school students gain significantly less in both subjects. To be specific, they are behind brick-and-mortar charter students by 47 days of learning in reading. The lag in math is greater, with online charter students losing an equivalent of 77 days of learning as compared to students in brick-and-mortar charters.

Figure 8a: Student Learning Gains in Online Charter Schools Benchmarked against Students in Brick-and-Mortar Charter Schools



Figures 8 and 8a above demonstrate two important points: First, Idaho online charter students fall behind in both reading and math compared to the average statewide student in TPS or brick-and-mortar charter schools. Second, the negative performance of online charter students is sufficiently large to wipe out the positive growth of brick-and-mortar charter students in math, which leads to the lack of overall Idaho charter effect in math growth in Figure 3. Similarly, the overall positive charter impact on reading progress in Figure 3 is lessened by the lagging growth in reading of students in online charter schools.

School-Level Analysis

The numbers reported in the previous sections represent the typical learning gains at the student level across the state; they reveal what would be the likely result if a typical student were enrolled in any of the Idaho charter schools. The prior results do not let us discern whether some charter schools are better than others. Since school-level results are of interest to policy makers, parents and the general public, we aggregate charter student performance up to the school level for each charter school in the state. This view is necessarily limited to charter schools with a sufficient number of tested students to make a reliable inference on performance.

It is important to understand the counterfactual used in this section. As shown in Table 1 earlier in the report, the student populations within the typical charter school and their feeder schools differ, making whole-school to whole-school comparisons unhelpful. Here instead, we pool each school's VCRs to simulate "apples to apples" for traditional public schools and to serve as the control condition for testing the performance of charter schools. This simulated TPS reflects a precise estimate of the alternative local option for the students actually enrolled in each charter school.

The Range of School Quality

To determine the range of charter school performance, we estimate the annual learning impact of each charter school over the two most recent growth periods (2015-2016 and 2016-2017). The estimated learning impact for each charter school can be positive (statistically different from zero with a positive sign), negative (statistically different from zero with a negative sign), or zero. We use it to infer how the academic quality of a charter school compares to the quality of traditional public schools which students in that charter school would have potentially attended if they had not attended a charter school.

A statistically positive learning impact for a charter school suggests that the charter school has stronger learning growth than the alternative TPS options for its students. A statistically negative learning impact for a charter school implies the school makes less progress than the traditional schools its students would have attended. A zero learning impact means that the charter school and the TPS alternatives for its students have similar performance.

Our total sample consists of 41 schools with reading scores and 41 schools with math scores in the 2015-2016 and 2016-2017 growth periods.¹⁴ Table 4 below shows the breakout of the performance for the included Idaho charter schools.

¹⁴ As noted in Table 1, charter schools are smaller on average than their corresponding feeder schools. Furthermore, some charter schools elect to open with a single grade and mature one grade at a time. Consequently, care is needed when making school-level comparisons to ensure that the number of tested students in a school is sufficient to provide a fair representation of the school's impact. Our criterion for inclusion is at least 60 matched charter student records over the two growth periods or at least 30 matched charter records for schools with only one growth period.

Table 4 shows the performance comparison of charter schools in Idaho relative to traditional public schooling options in reading and math, respectively. In reading, 17 out of 41 Idaho charter schools, or 41 percent, perform significantly better than the traditional schooling environments the charter students would have otherwise attended. In math, the result is the same: 17 of 41 or 41 percent of charter schools post growth that is significantly higher than that of their traditional public schooling counterparts. The results show that the share of charter schools performing significantly better than the traditional schooling alternatives is higher than the national average. To benchmark these figures at the national level using the 2013 National Charter Study II, 25 percent of charter schools outperform the traditional schooling alternatives in reading and 29 percent do so in math.¹⁵

Table 4: Performance of Charter Schools Compared to Traditional Schooling Alternatives in Idaho

	Significantly Worse		Not Significantly Different		Significantly Better	
Subject	Number	Percent	Number	Percent	Number	Percent
Reading	7	17%	17	41%	17	41%
Math	8	20%	16	39%	17	41%

At the other end of the distribution, seven of 41 Idaho charter schools, or 17 percent, have reading performance that is significantly weaker than the traditional public schooling option as compared to the national figure of 19 percent. In math, eight out of 41 of charter schools, 20 percent, post growth results weaker than the traditional public schooling option compared to the 2013 national figure of 31 percent.

In reading, 17 Idaho charter schools, 41 percent, do not differ significantly from the traditional public school option. In math, 16, or 39 percent of charter schools have growth results that is indistinguishable from the traditional public school option. It is important to emphasize that “no difference in growth” does not reflect the actual level of growth, as it is possible for charter schools to have high levels of growth that are similar to that of the traditional schooling alternative, and the reverse is also true.

¹⁵ Cremata et al., *National Charter School Study 2013*.

Growth and Achievement

While the impacts of charter schools on academic growth relative to their local competitors is informative, we are also interested in how well students perform in absolute terms. Since many of the students served by charter schools start at low levels of achievement, the combination of absolute achievement and relative growth is vital to understanding student success overall.

For each school, the tested achievement of their students over the same two periods covered by the academic growth analysis (2015-2016 and 2016-2017) is averaged and transformed to a percentile within the statewide distribution of achievement.¹⁶ The 50th percentile indicates statewide average performance for all public school students (traditional and charter). A school achievement level above the 50th percentile indicates that the school's overall achievement exceeds the statewide average. We use standard deviations discussed above to measure growth. We display each school's achievement and growth in a two-dimensional plot, displayed in Tables 5 and 6.

Graphics Roadmap No. 2

There are **four quadrants** in each of the tables 5 and 6. We have expanded on the usual quadrant analysis by dividing each quadrant into four sections. The value in each box is the percentage of charter schools with the corresponding combination of growth and achievement. The value in the center of each quadrant is the sum of the four sections in that quadrant. These percentages are generated from the 2016 and 2017 growth periods.

The uppermost box on the left denotes the percentage of charters with very low average growth but high average achievement. The box in the bottom left corner depicts low-growth, low-achieving schools.

Similarly, the uppermost box on the right contains the percentage of charters with high average growth and high average achievement. The bottom right corner contains high-growth, low-achieving schools.

The major quadrants were delineated using national charter school data. We would expect the majority of schools to have an effect size between -0.15 and 0.15 standard deviations of growth (the two middle columns). Similarly, we would expect about 40 percent of schools to achieve between the 30th and 70th percentiles. These expectations are based on how we view a normal distribution with the majority of the sample falling within one standard deviation from the mean.

¹⁶ Average achievement was computed using students' z-scores from the end of the growth period (e.g., spring 2016 and spring 2017). The resulting school-level mean was then converted into a percentile.

Table 5: School-Level Reading Growth and Achievement in Idaho Charter Schools

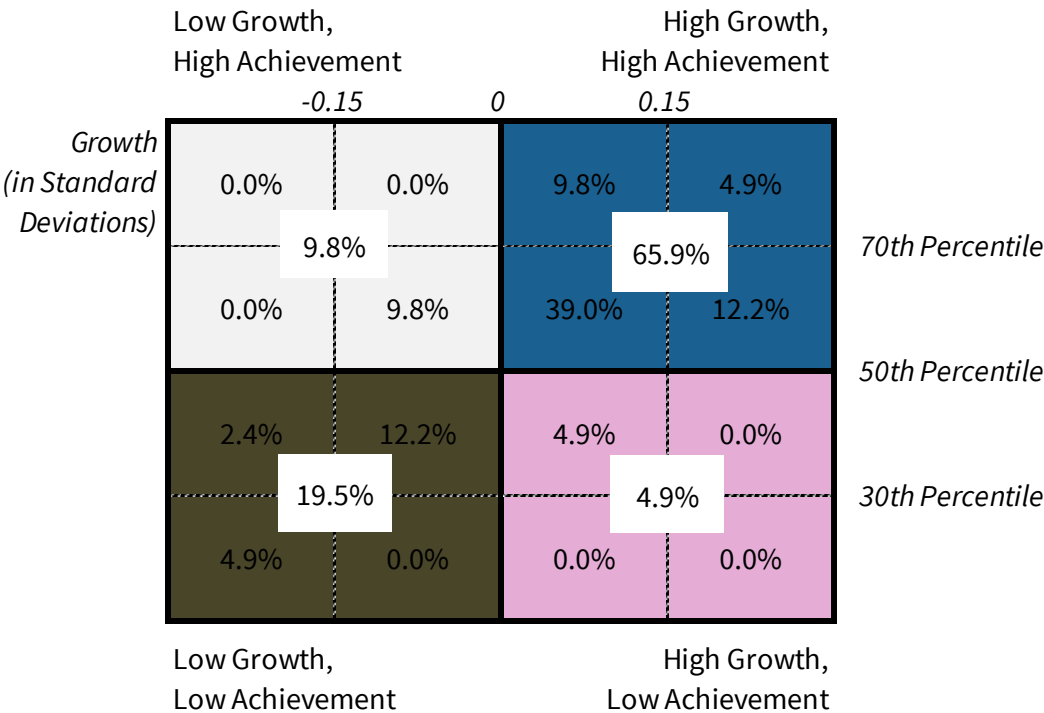
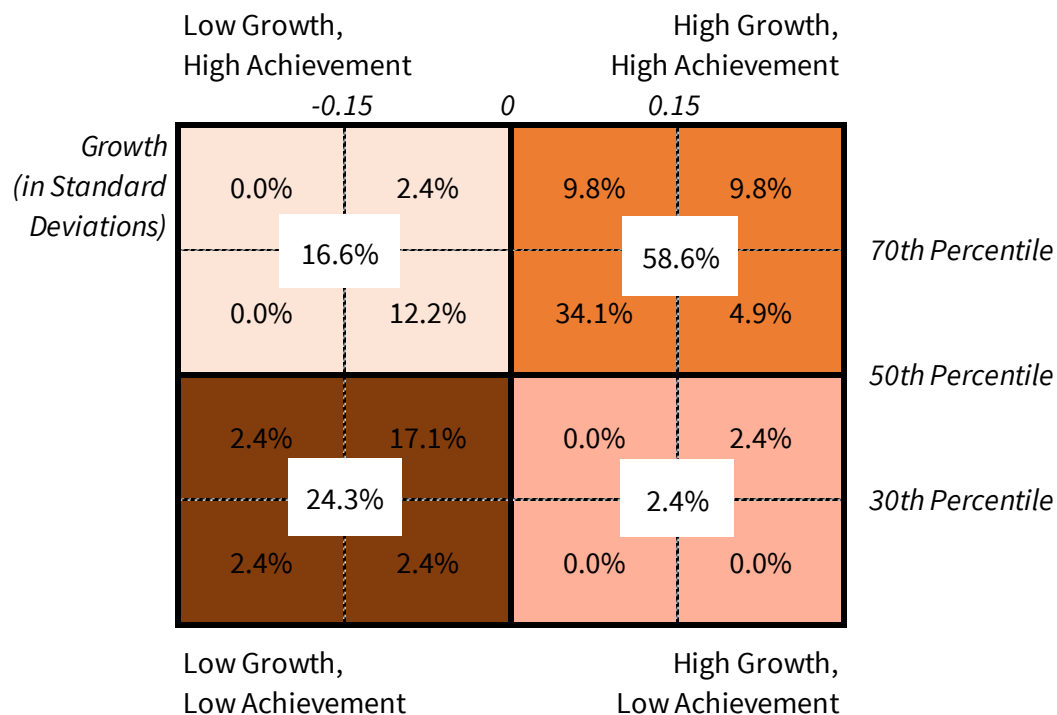


Table 5 presents the reading achievement and growth results for the Idaho charter schools included in this analysis. In the table, Seventy-one percent, 29 of the 41 Idaho charter schools, have positive average growth compared to their peer schools. (This percentage is the sum of the eight squares in the blue and pink quadrants in the right half of the table). Sixty-six percent of charters have positive growth and average achievement above the 50th percentile of the state (i.e., the total for the blue quadrant on the top right). A total of five percent of charter schools in the pink box post above-average gains but remain below the state average in absolute achievement. Over time, if the five percent of charter schools in the pink box maintain or improve their average growth, their achievement would increase, eventually moving them into the blue box.

Roughly 29 percent of schools post smaller learning gains than their peer TPS (the sum of gray and brown quadrants on the left half of the table). If their growth remains steady or worsens, they will fall in the overall distribution of achievement as other schools pull away. Approximately 24 percent of charters perform below the 50th percentile of achievement (the sum of the brown and pink cells in the lower portion of the table). The area of the greatest concern is the roughly 20 percent of schools that fall into the lower left quadrant of the table. These schools are characterized by both low achievement and low growth.

Table 6: School-Level Math Growth and Achievement



In math, 25 of the 41 Idaho charter schools (61 percent) have positive average growth in math, as seen in the combined orange and pink quadrants in the right half of Table 6. About 59 percent of charters have positive growth and average achievement above the 50th percentile (the orange quadrant in the upper right of the table). Approximately 27 percent of charters post achievement results below the 50th percentile of the state for math (the sum of cells in the lower half of the table); these percentages are slightly smaller than those presented in Table 6 for reading. In the pink quadrant in the lower right of the table, roughly two percent of the schools classified as having low achievement have high growth and appear to be on an upward trajectory. As in the previous table, the schools of the greatest concern are those in the lower left (brown) quadrant that have both low achievement and low growth; they account for roughly 20 percent of the Idaho charter schools in reading (9 of the 41), and roughly 24 percent of the charter schools in math (10 of the 41).

Charter School Impacts by Student Subgroups

Charter School Impact for Students by Race/Ethnicity

One of the enduring advances of the *No Child Left Behind Act* of 2001 and the subsequent *Every Student Succeeds Act* of 2015 is the recognition that average results may not be evenly distributed across all students. Attention to the differences in the performance of students of various racial/ethnic backgrounds and other attributes has become standard practice in most assessments of school performance. Table 1 shows that Idaho charter schools serve a somewhat diverse student population. Their ability to support the progress of disadvantaged students is an important policy goal in the state and a strong focus of this study. The effectiveness of charter schools across ethnic and racial groups is especially important given the significant shares of historically underserved students that charter schools enroll. This section investigates the impact of charter school attendance on learning gains of students of different racial backgrounds compared to their same-group peers in traditional settings.

The impact of charter schools on the academic gains of White, Black and Hispanic students is presented in Figures 9 through 11a. For Black and Hispanic students, we present two related graphs. Graphics Roadmap No. 3 in the sidebar provides guidance on how to interpret the graphs and their relation to each other. In short, the first graph depicts the growth of TPS students and charter students in the particular subgroup of

Graphics Roadmap No. 3

Figures 10 through 11a show two important contrasts for Black and Hispanic student groups. For each student subgroup we present two graphs:

The **first graph** displays the growth of TPS students and charter students in the particular **subgroup of interest** compared to the growth of the "average White TPS student." In this comparison, the White TPS student is male and does not qualify for subsidized school meals, special education services, or English Language Learner support and is not repeating his current grade. The graph sets the performance of the average White TPS student to **zero** and shows how learning of students in the subgroup compares.

The **stars** indicate if the learning gains of the subgroup are statistically different from the reference group. Thus, if there are no stars, we interpret the difference in learning gains as similar to the white TPS comparison student. The reader should not be swayed by seemingly large differences if there are no stars. If there is no difference in the learning gains, the bar would be missing entirely. If the learning of the student group in question is not as great as the comparison baseline, the bar is negative. If the learning gains exceed the comparison, the bar is positive.

Graphs labeled "a" display the results of a second comparison testing whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same student subgroup. In these graphs, the performance of the TPS peers in the subgroup are set to **zero** and the learning gains of the charter school students in the subgroup are measured against that **baseline**. As with the first graph, stars denote statistical significance.

interest as compared to the growth of the "average White TPS student". Graphs labeled “a” show whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same subgroup.

White students account for approximately 81 percent of the student population in charter schools in Idaho. Figure 9 displays the relative differences in learning between White students enrolled in TPS and White students enrolled in charter schools. The 0.00 baseline reflects the one-year academic progress of White TPS VCRs in Idaho. White students in charter schools show higher learning growth than White students attending traditional public school settings, that is equivalent to 24 additional days of learning in both math and reading.

Figure 9: Relative Learning Gains for White Charter School Students Benchmarked against Their White TPS Peers

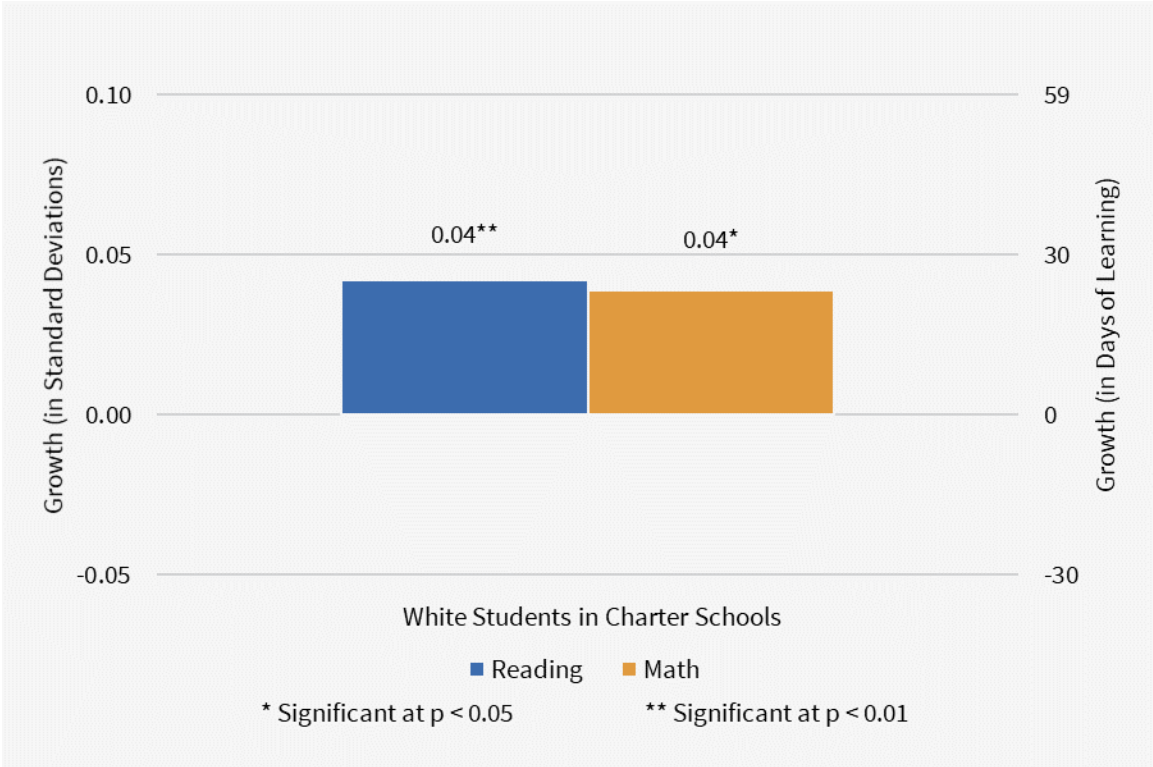
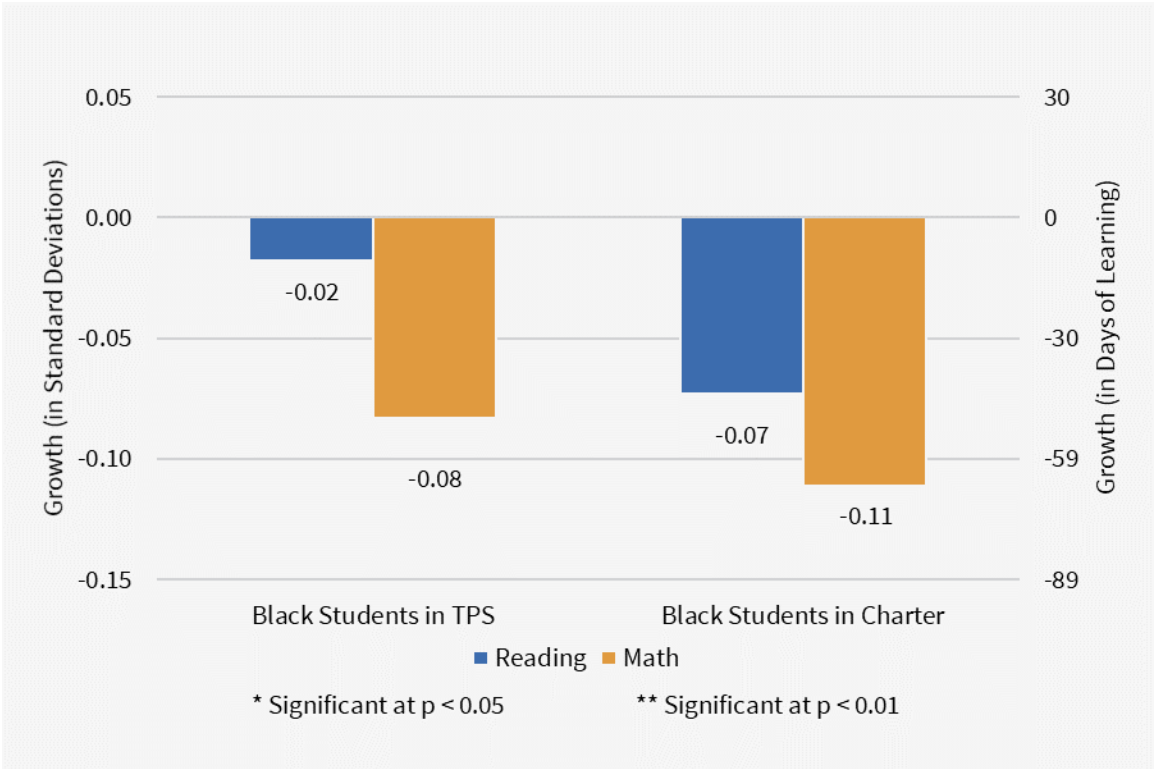
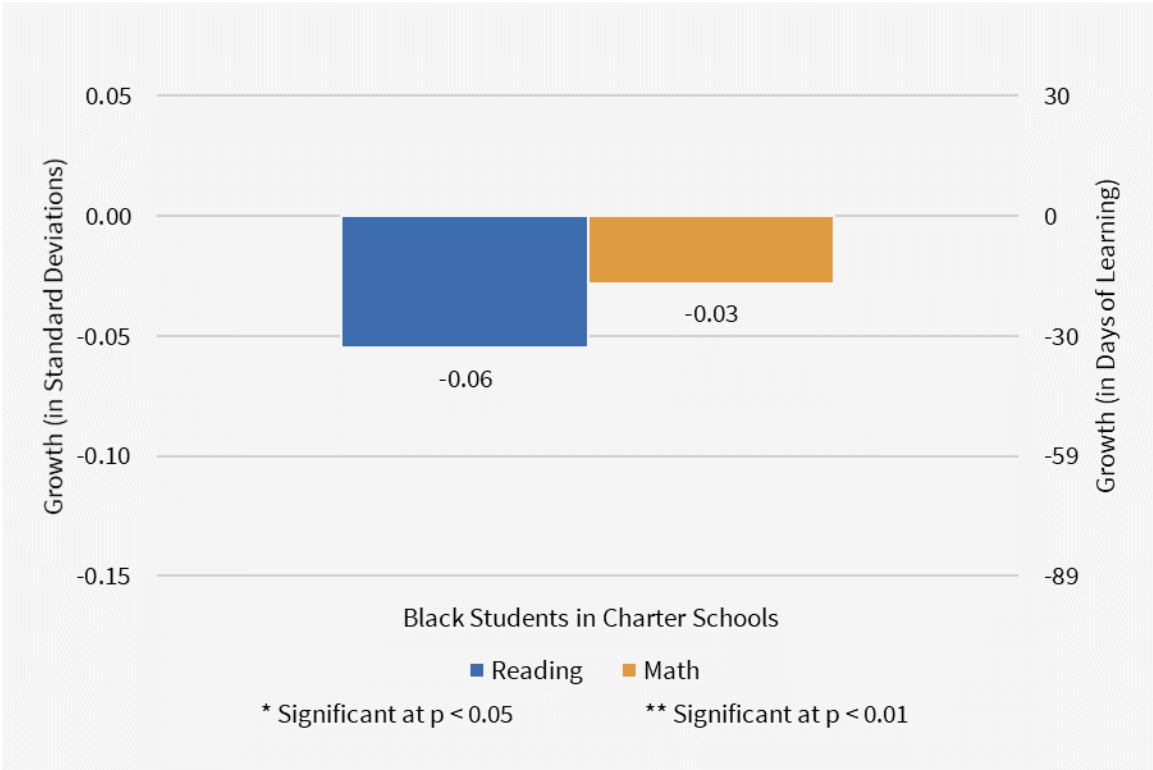


Figure 10: Learning Gains of Black Students Benchmarked against Learning Gains of White TPS Students



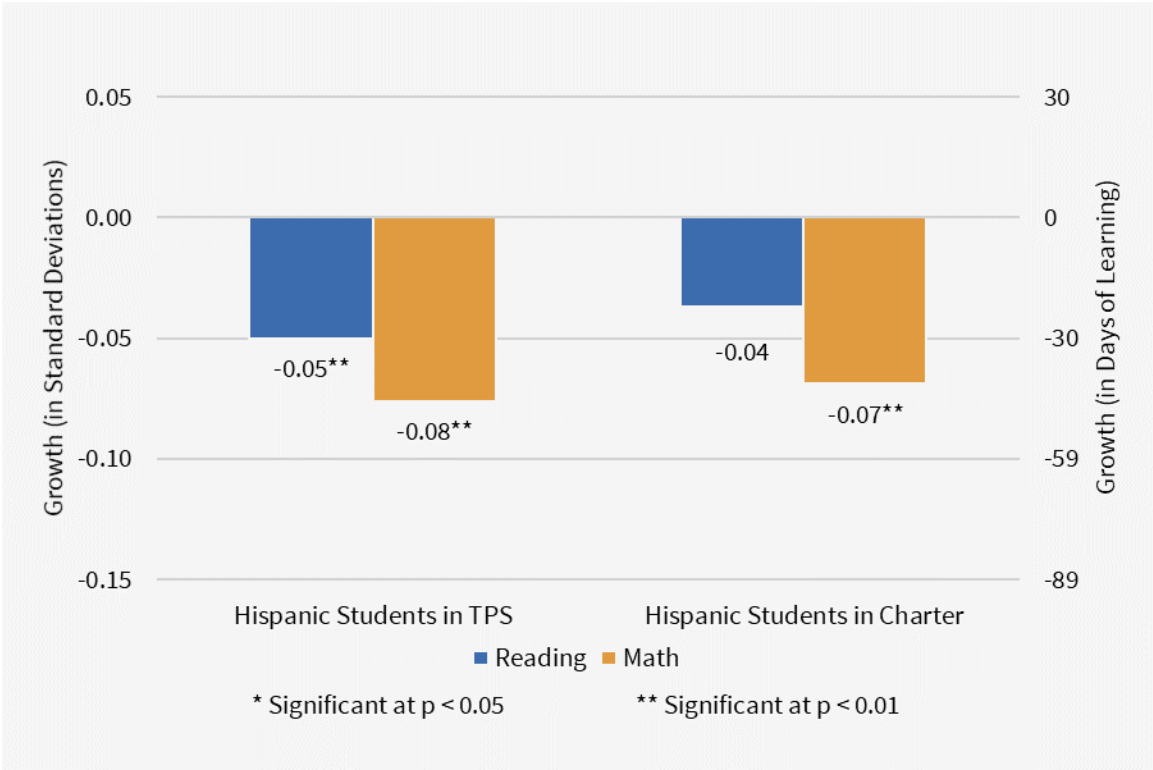
Black students account for roughly one percent of the charter school population in Idaho. As shown in Figure 10, Black students in TPS are found to have similar annual academic learning gains in reading and math when compared to the average White TPS (VCR) student. Accordingly, Black charter school students exhibit statistically similar learning growth to White TPS students in both math and reading. It is worth noting that given the limited number of black students in Idaho, it would take exceptionally large differences to trigger significance in a statistical sense.

Figure 10a: Relative Learning Gains for Black Charter School Students Benchmarked against Their Black TPS Peers



A second comparison examines the learning gains for the same student group across the two school settings to see whether the student group, in this case Black students, fare better in one or the other environment. Figure 10a displays the differences in learning growth between Black students enrolled in TPS and Black students enrolled in charter schools. In Idaho, Black charter school students experience similar growth to their Black TPS counterparts in reading and math.

Figure 11: Learning Gains of Hispanic TPS and Charter Students Benchmarked against Learning Gains of White TPS Students



An equivalent analysis for Hispanic students is presented in Figures 11 and 11a. Hispanic students account for 9 percent of charter school students in Idaho. Hispanic students in TPS are found to have significantly weaker academic growth in both reading and math compared to the average White TPS student, amounting to 30 fewer days of learning in reading and 47 fewer days of learning in math in a year. Hispanic students in charter schools have significantly weaker learning growth in math, but similar growth in reading, when compared to White TPS students over the same time period. Specifically, compared to the average White TPS student, Hispanic charter students experience 41 fewer days of math learning in a year. The finding of similar academic progress in reading between Hispanic charter students and the average White TPS student suggests a stabilization of the achievement gap in reading.

Figure 11a: Relative Learning Gains for Hispanic Charter School Students Benchmarked against Their Hispanic TPS Peers

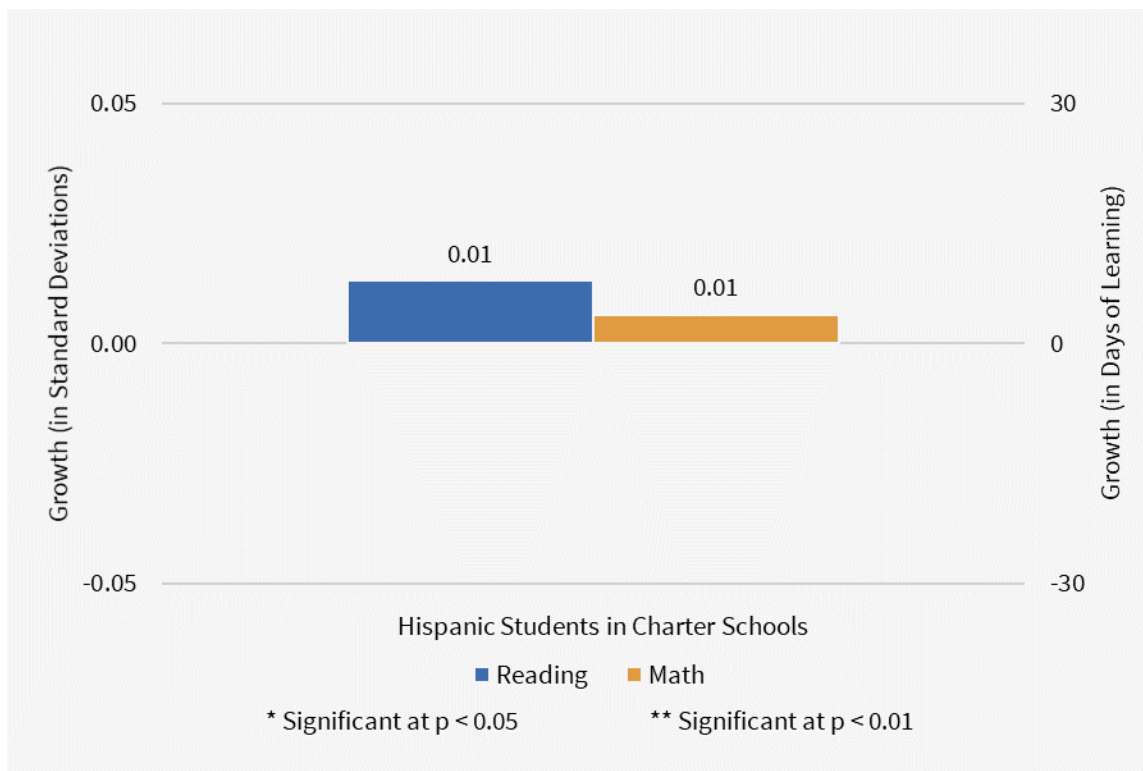


Figure 11a displays the relative differences in learning between Hispanic students enrolled in TPS and Hispanic students enrolled in charter schools. Hispanic students in charter schools show similar learning growth to Hispanic students attending traditional public school settings in both math and reading.

To summarize the race/ethnicity analyses, White students in charter schools post significantly higher academic progress than the average White TPS student in both reading and math. Black students in both charter schools and TPS make similar annual academic progress to the average White TPS student in reading and math. When we compare the progress of Black students across sectors, Black charter students post similar growth to that of Black TPS VCRs in both reading and math. Hispanic TPS and charter students post smaller gains in math, compared to the average White TPS student, while Hispanic TPS post weaker growth in reading as well. When the focus shifts to comparing the outcomes of Hispanic students by sector, Hispanic charter students are on a par with Hispanic TPS peers in both subjects.

The results indicate that charter school enrollment does not diminish learning for Black or Hispanic students. At the same time, we find that the overall positive learning gains in reading associated with charter attendance are primarily driven by the significantly higher learning gains of White charter students compared to White TPS VCRs. The overall not significant charter school impact on learning gains in math associated mask the positive impact

of charter attendance on the academic progress in math of White students, who represent 81 percent of the student population in charter schools in Idaho.

Charter School Impact for Students in Poverty

Many charter school operators expressly aim to improve educational outcomes for traditionally underserved students, especially for students in poverty. According to the latest data collected by the National Alliance for Public Charter Schools, students in poverty account for 55 percent of the national charter school population.¹⁷ In Idaho, 19 percent of charter school students are eligible for subsidized school meals, a proxy for low income households, compared to 27 percent of TPS students.

Our information on eligibility for subsidized school meals reflects Idaho's State Department of Education's information on eligibility confirmed through "Direct Certification." Direct certification involves matching school enrollment records against the most current available Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Families in Idaho (TAFI), foster care data, or through several other allowable categorically eligible designations. Direct certification is a statutory mandate pursuant to Section 9 of the Richard B. Russell National School Lunch Act (NSLA) as amended by reauthorization legislation (Public Law 108-265). We recognize that several aspects of direct certification contribute to the estimated lunch eligibility being only loosely correlated with lunch eligibility estimated in the Child Nutrition Program reports.¹⁸

Figure 12 presents the annual academic growth for students in poverty. It is important to note that in this graph, the baseline differs from the race/ethnicity graphs presented earlier: it is a student who is not eligible for free or reduced price school meals in TPS.¹⁹ The study isolates the relationship between poverty and growth. This leaves a picture of the difference in the impact of charter attendance on students in poverty compared to similar students in TPS who are not in poverty. The bars on the right side of Figure 10 (-.05* for reading and -.08** for math) represent the impact of being a student in poverty and attending a charter school.²⁰ The bars on the left side of Figure 12 picture a TPS student in poverty. Both are compared to TPS students who are not in poverty, represented by the .00 line.

¹⁷ The data were retrieved from "National Charter School Facts," National Alliance for Public Charter Schools, <https://data.publiccharters.org/>, when the report was produced.

¹⁸ For additional information on Idaho's direct certification, please visit: <https://www.sde.idaho.gov/cnp/sch-mp/files/reference/direct-certification/Direct-Certification.pdf>

¹⁹ Eligibility for free or reduced-price lunch (FRL) has been used as an indicator of poverty in education research for decades. Although we acknowledge that FRL is not as sensitive as we would desire, FRL is currently the best available proxy for poverty.

²⁰ The learning gains for a charter student in poverty include both the gains associated with charter attendance and the gains associated with being in poverty.

Figure 12: Overall Learning Gains for TPS and Charter Students in Poverty Compared to Students Not in Poverty

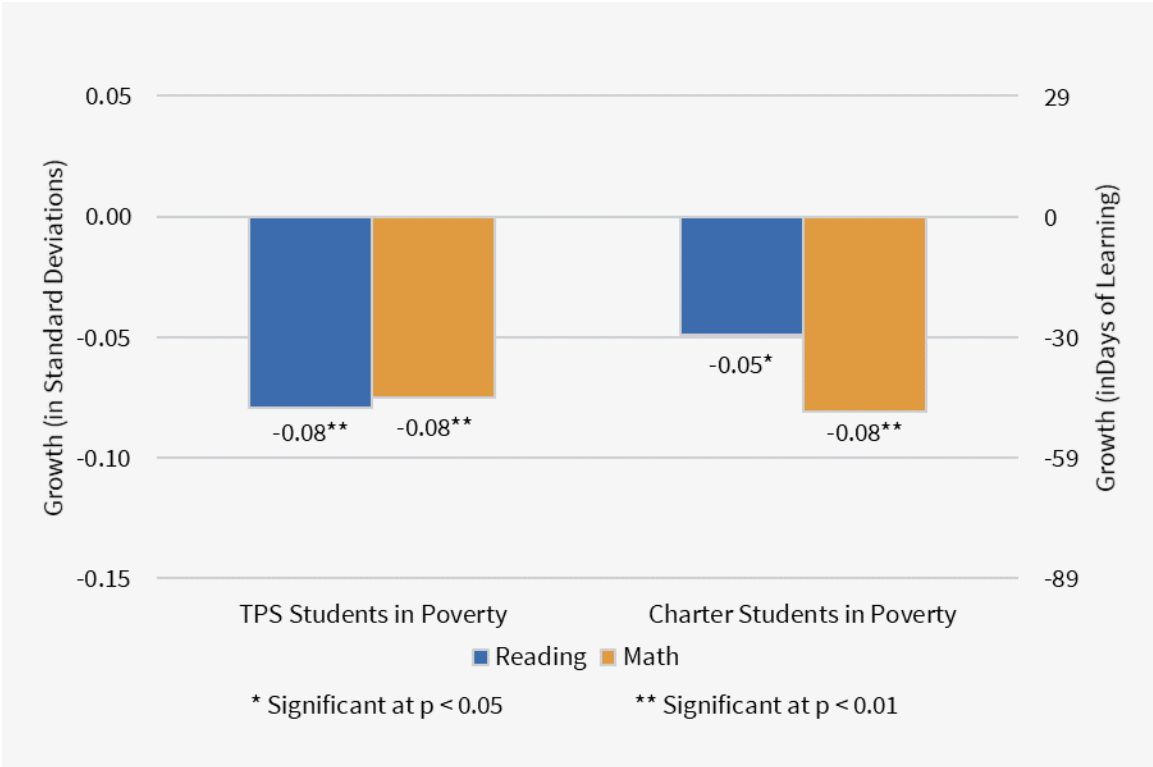


Figure 12a compares the growth of charter students in poverty versus their TPS peers. The results in Figure 12 suggest that student in poverty, regardless of whether they attend TPS or charter schools, significantly underperform TPS students not in poverty in both reading and math. TPS students in poverty make less academic progress than non-poverty TPS students by 47 days of learning in reading and 47 days of learning in math. Charter school students in poverty achieve less academic growth in reading compared to their non-poverty TPS students too, with the deficit amounting to 30 days of learning in reading and 47 days of learning in math. These results mean that learning gaps for charter and TPS students on the socio-economic status have persisted.

Figure 12a: Relative Learning Gains for Charter School Students in Poverty Benchmarked against Their TPS Peers in Poverty

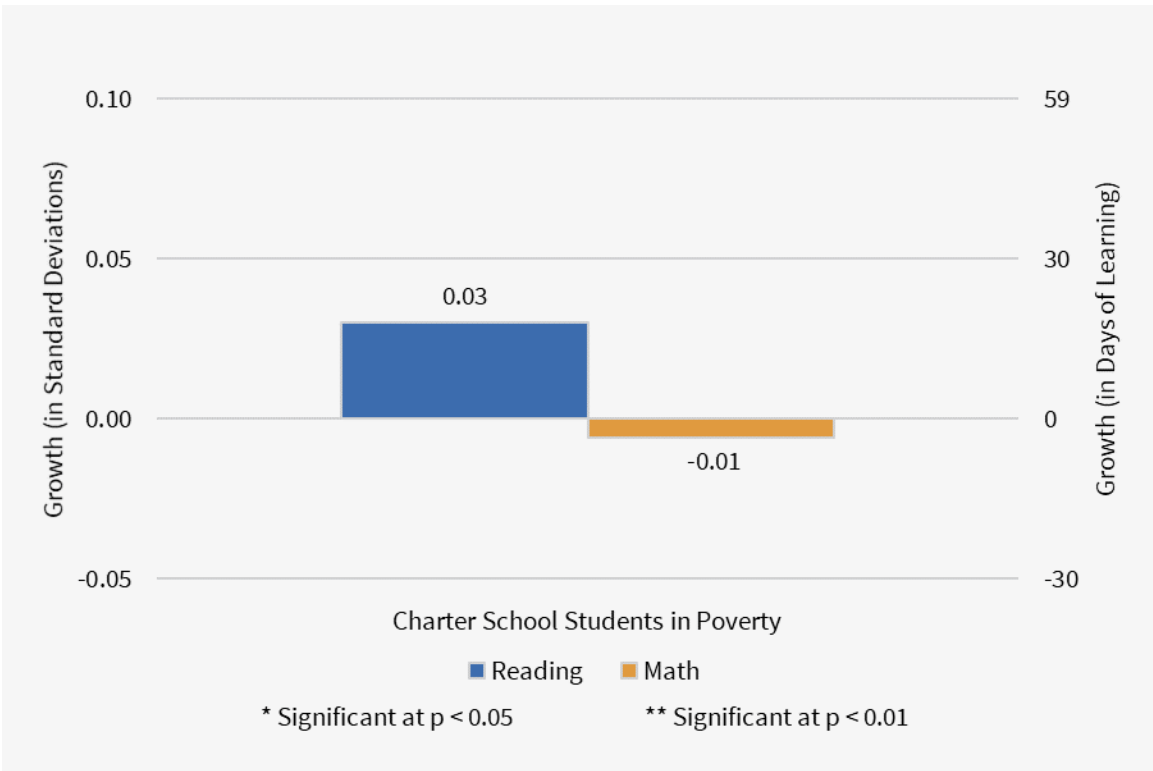


Figure 12a compares the growth of charter students in poverty versus their TPS peers. Charter school students in poverty make similar progress to TPS peers in poverty in both reading and math.

Charter School Impact for Students in Poverty by Race/Ethnicity

In public education, some of the most academically challenged students are those who are both living in poverty and also members of historically-underserved racial or ethnic minorities. These students represent a large subgroup, and their case has been the focus of decades of attention. Within the national charter school community, these groups receive special attention. To examine the extent to which gaps are being addressed in Idaho, we further disaggregate the charter school impact on students in poverty by different race/ethnicity groups. We benchmark the discussion by showing the impact of Idaho charter schools on the academic gains of White students living in poverty, presented in Figures 13 and 13a. Figures 14 and 14a show the academic progress of Hispanic students living in poverty. Small numbers of students prevent the same study of Blacks in poverty versus non-poverty Blacks.

Figure 13 compares White students living in poverty, enrolled in TPS or charter schools, with the average White TPS student who is not in poverty. The results show that White TPS students living in poverty make less academic progress annually in reading and math than White TPS students not living in poverty in Idaho. White charter students in poverty exhibit similar academic progress in reading and lower growth in math, compared to White

non-poverty TPS students. White TPS students in poverty exhibit approximately 53 fewer days of learning in reading and 47 fewer days of learning in math than White non-poverty TPS students. White charter students in poverty experience similar growth in reading compared to White non-poverty TPS students. White charter students in poverty experience 41 fewer days of learning in math than White non-poverty TPS students. When focusing on peer comparison as displayed in Figure 13a, we find that White charter students living in poverty make similar learning gains compared to their White TPS peers in poverty in both reading and math.

Figure 13: Learning Gains of White TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty

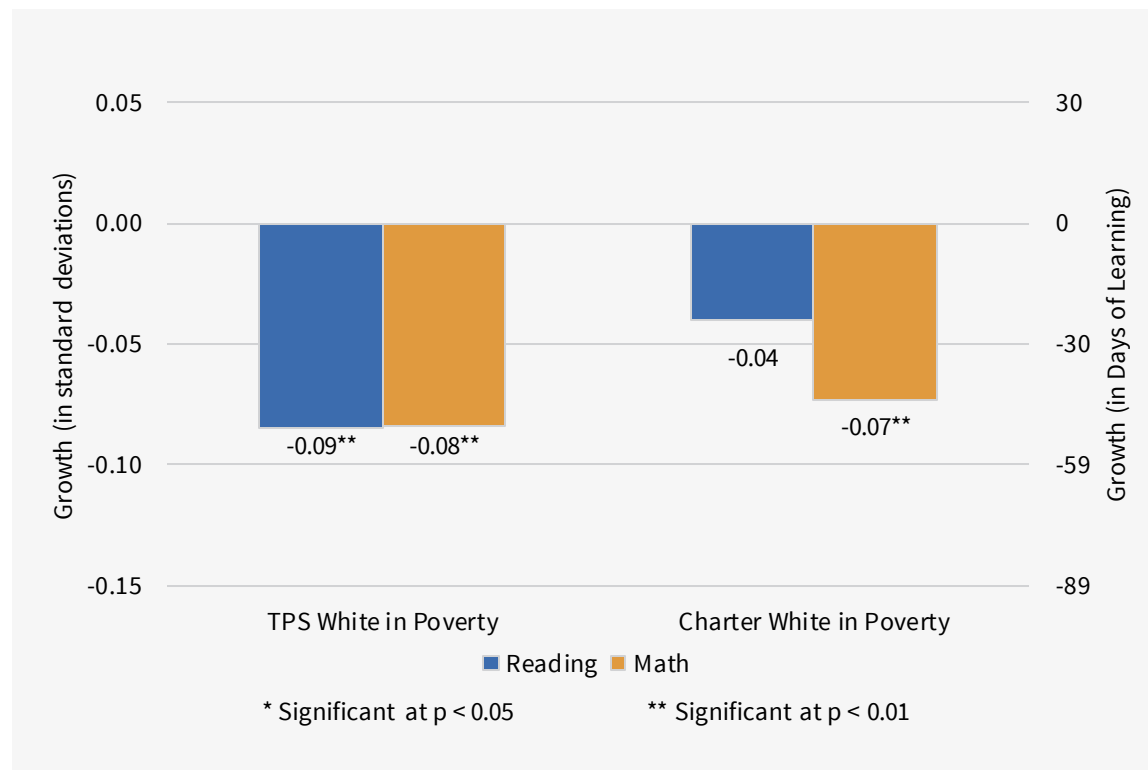


Figure 13a: Relative Learning Gains for White Charter School Students in Poverty Benchmarked against Their White TPS Peers in Poverty

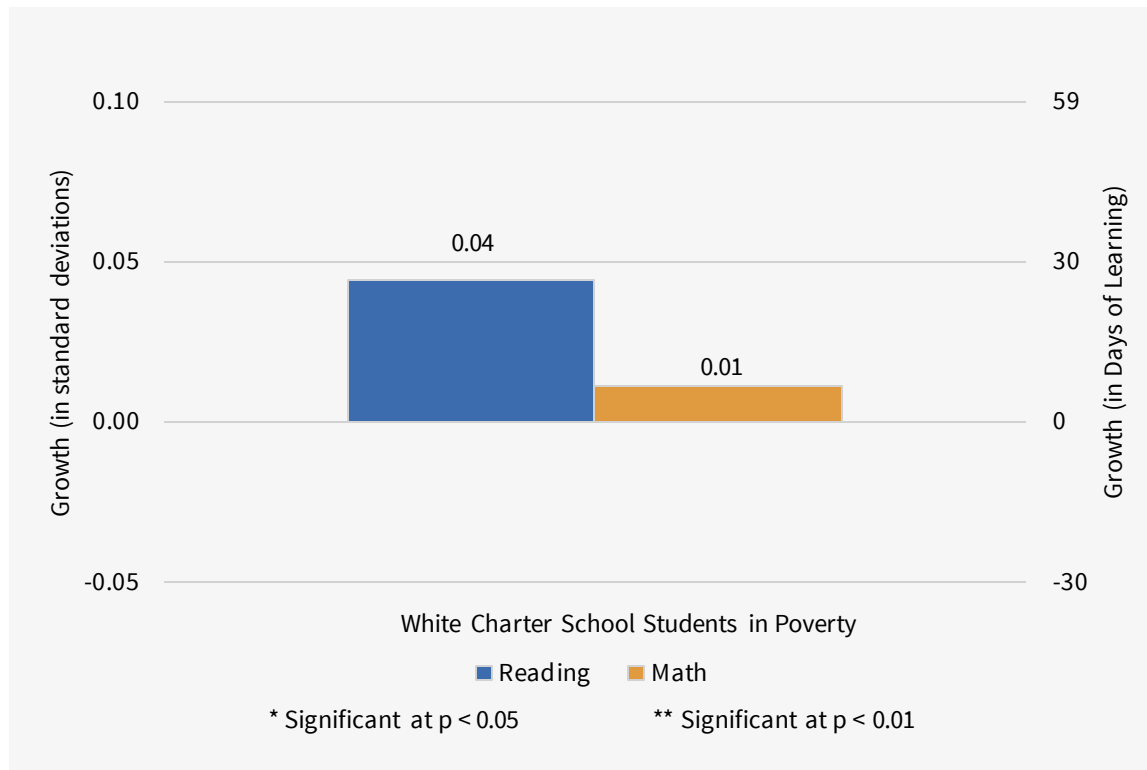


Figure 14: Learning Gains of Hispanic TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty

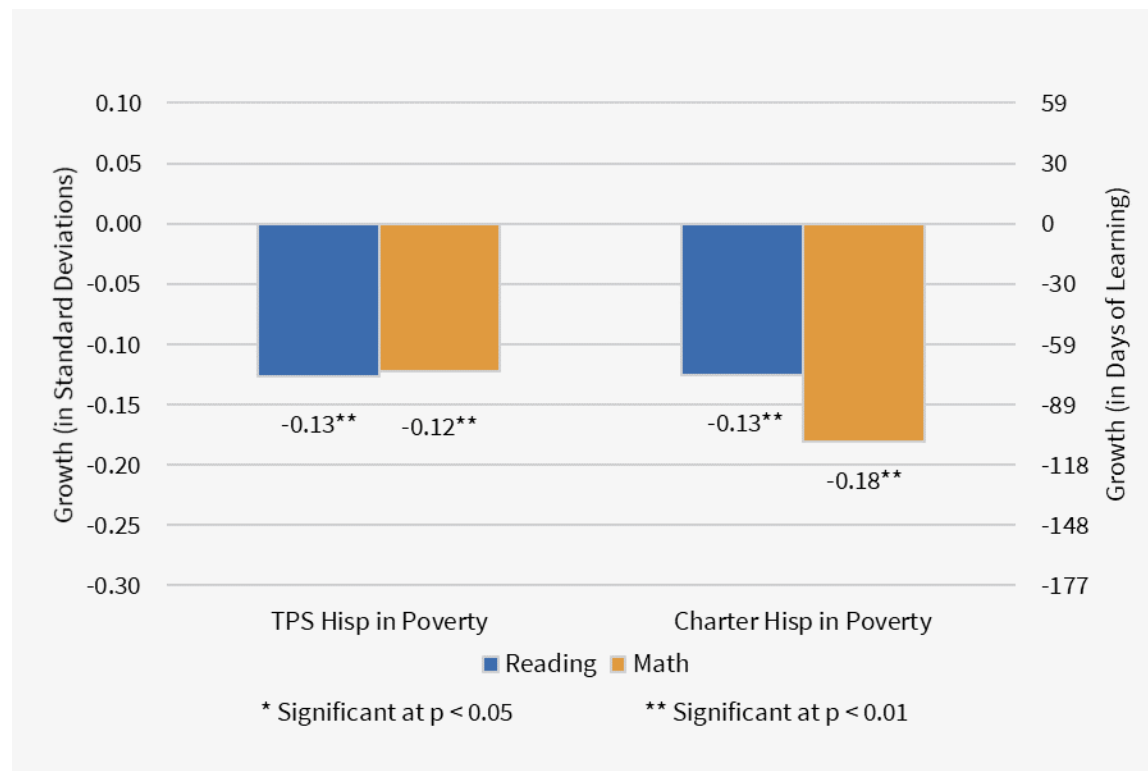
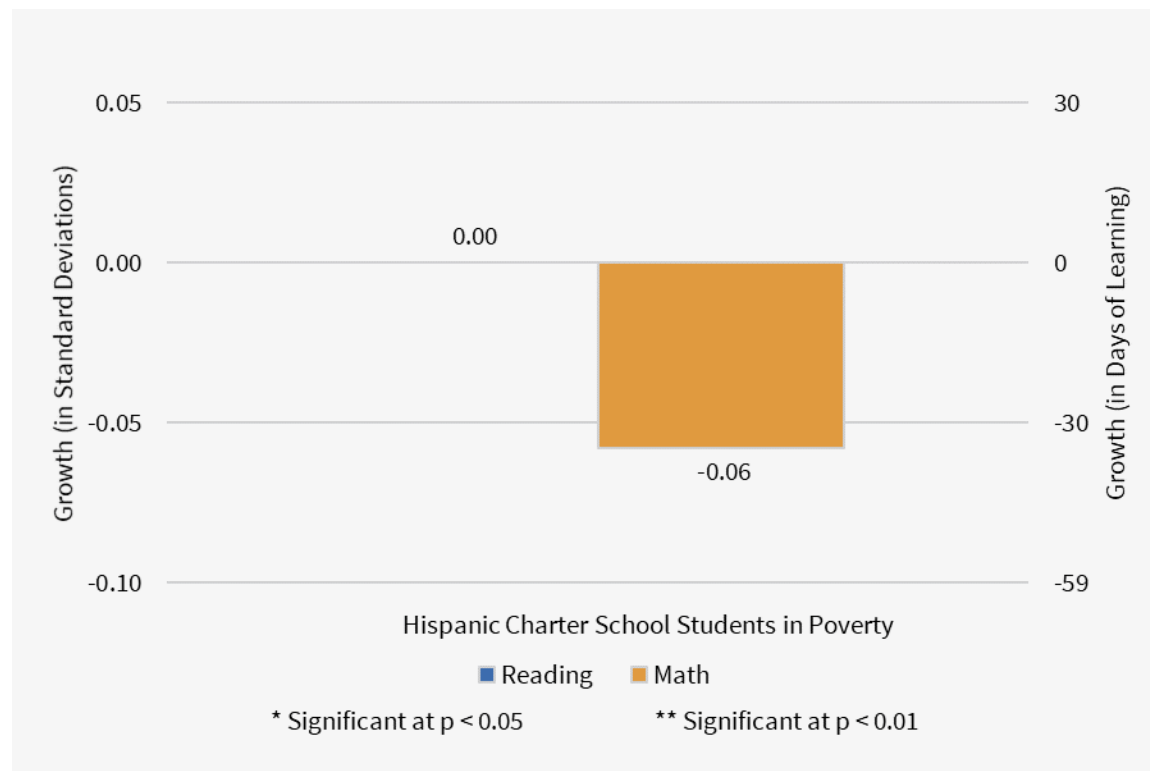


Figure 14 compares Hispanic students living in poverty, enrolled in TPS or charter schools, with the average White TPS student who is not in poverty. The patterns show that Hispanic students living in poverty, regardless of TPS or charter attendance, make less academic progress annually than White TPS students not living in poverty in Idaho. Hispanic TPS students in poverty exhibit approximately 78 fewer days of learning in reading and 71 fewer days of learning in math than White non-poverty TPS students. Hispanic charter students in poverty experience 78 fewer days of learning in reading and 106 fewer days in math than White non-poverty TPS students. When focusing on peer comparison as displayed in Figure 14a, we find that Hispanic charter students living in poverty make similar learning gains relative to their TPS peers in both reading and math.

Figure 14a: Relative Learning Gains for Hispanic Charter School Students in Poverty Benchmarked against Their Hispanic TPS Peers in Poverty



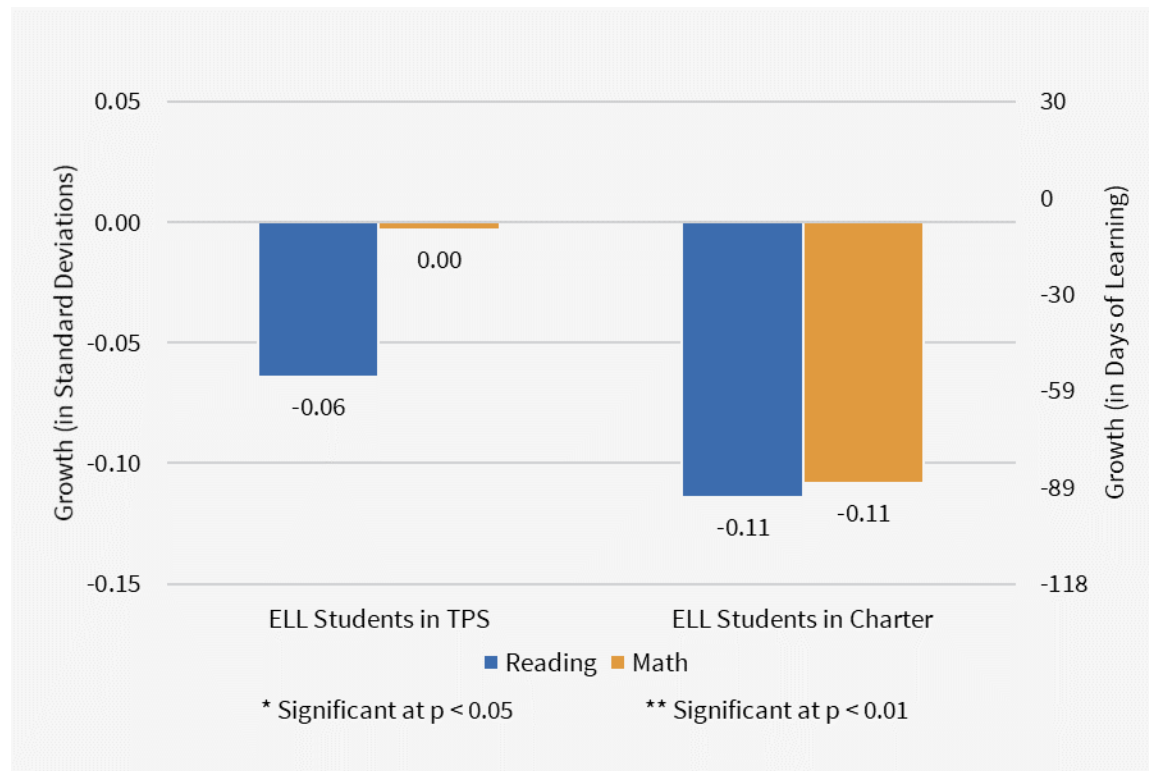
To summarize the findings illustrated in Figure 13 through Figure 14a, we find that the academic progress of White students in poverty, regardless whether they attend TPS or charter schools, lags behind the academic progress of White TPS students not living in poverty. The results suggest that the overall positive charter impacts shown in Figure 3 are chiefly driven by non-poverty White students.

At the same time, there are substantial learning gaps in both subjects for Hispanic students living in poverty, no matter whether they study in TPS or charter schools, compared to white non-poverty students in TPS. Charter attendance does not affect the learning gains of Hispanic students in poverty in either subject.

Charter School Impact for English Language Learners

There is a growing population of students enrolled in the public school system with a primary language other than English. Their present success in school will influence their progress in the future once they exit the school system. The 2017 National Assessment of Education Progress (NAEP) documented the performance gap between English language learners (ELL) and their English proficient peers, with ELL students having weaker performance.²¹ Even though the share of charter school students who are English Language Learners in Idaho is only 1 percent, demographic trends in the country point to larger shares over time. The analyses in Figure 15 and Figure 15a can provide important baselines for comparisons over time.

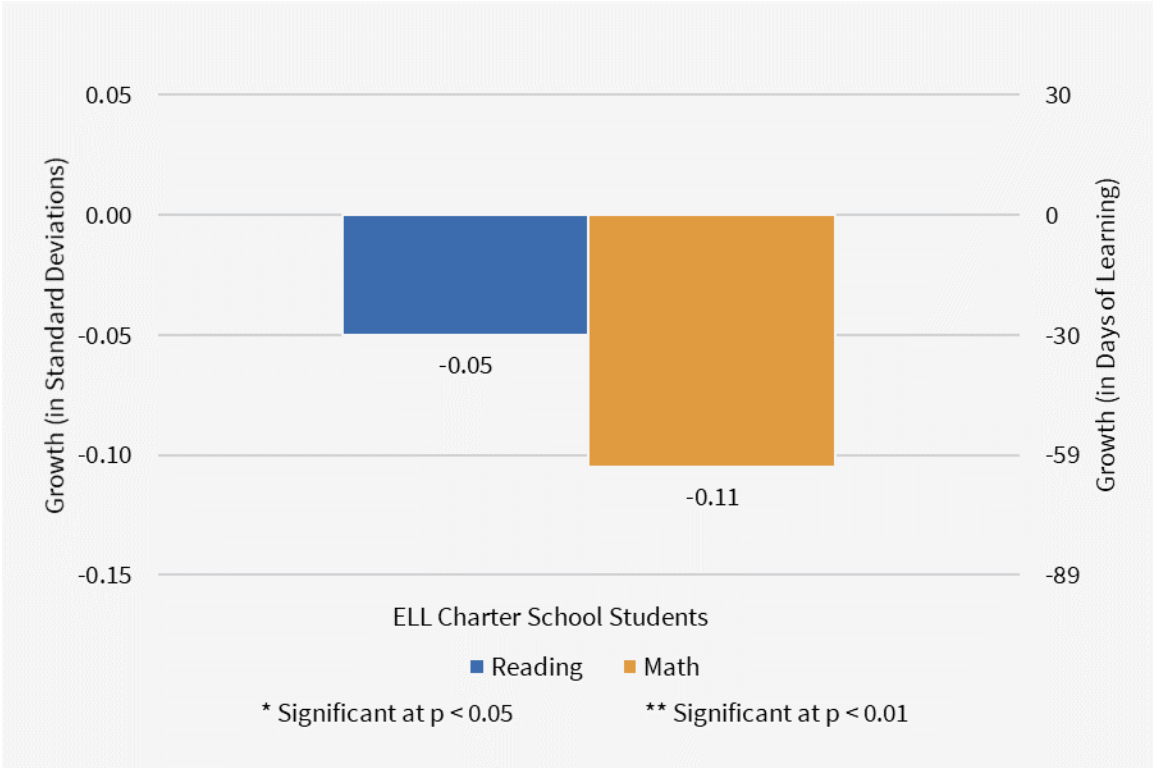
Figure 15: Learning Gains for TPS and Charter Students with ELL Designation Compared to Non-ELL TPS Students



The comparison student for Figures 15 is a TPS student who is English proficient. English language learners in TPS schools achieve comparable learning gains in both reading and math relative to non-ELL TPS students. Charter school students with ELL designation have no difference in reading and math gains compared to non-ELL TPS students. When the progress in ELL students is compared across school settings, as displayed in Figure 15a, charter ELL students post similar progress to their TPS ELL peers in both reading and math.

²¹ “National Student Group Scores and Score Gaps,” NAEP Mathematics Report Card, https://www.nationsreportcard.gov/math_2017/nation/gaps/?grade=4#?grade=4.

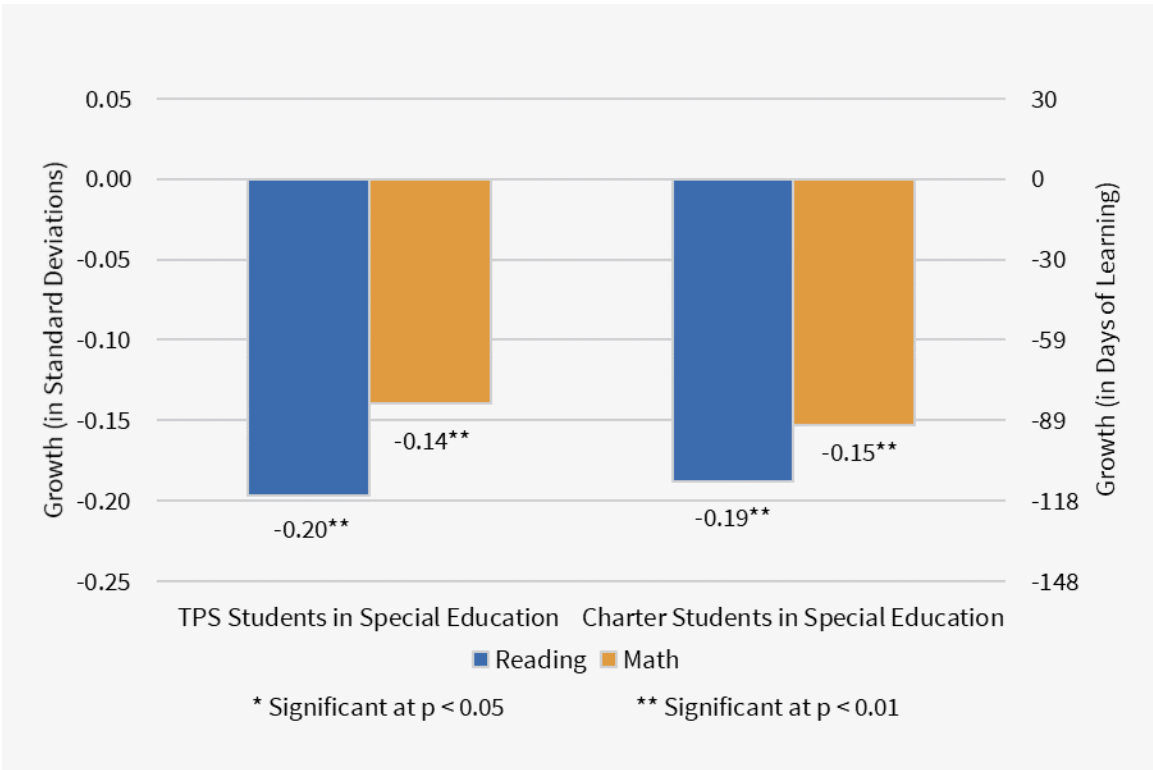
Figure 15a: Relative Learning Gains for ELL Charter School Students Benchmarked against Their ELL TPS Peers



Charter School Impact for Special Education Students

Because of the differences in individual needs, comparing the outcomes of special education students is difficult, regardless of where they enroll. In the ideal world, we would only compare students with the same Individual Education Program (IEP) designation, matching for it along with the rest of the matching variables. That approach faces real challenges, however, because of the large number of designations. The finer distinction leads to very small numbers of cases that match between charter schools and their feeder schools, which hinders the analysis. To obtain any estimates of charter school impacts for students with special education needs, it is necessary to aggregate across all IEP categories. It is important to consider this when viewing the results in Figure 16 and Figure 16a.

Figure 16: Overall Learning Gains for TPS and Charter Students in Special Education Compared to TPS Students Not in Special Education



In Figure 16, we firstly compare students in Special Education in TPS and charter to students in TPS not receiving Special Education services. Idaho special education students in both TPS and charter schools have significantly weaker academic growth than students in TPS who do not receive special education services. Figure 16 shows that TPS students in special education programs experience 118 fewer days of learning in reading and 83 fewer days of learning in math when compared to TPS students not receiving special education services. A special education student in charter schools also makes less progress than a non-special-education student in TPS, and

the gap is larger, reaching 112 fewer days of learning in reading and 89 fewer days in math. The second comparison is between charter students in Special Education and TPS students in Special Education.

Figure 16a contrasts the growth of special education students attending charter schools relative to their peers in TPS. Figure 16a shows that charter students in Special Education fare as well as their TPS VCRs in reading and math, as the differences are not statistically significant.

Figure 16a: Relative Learning Gains for Charter School Students in Special Education Benchmarked against Their TPS Peers in Special Education

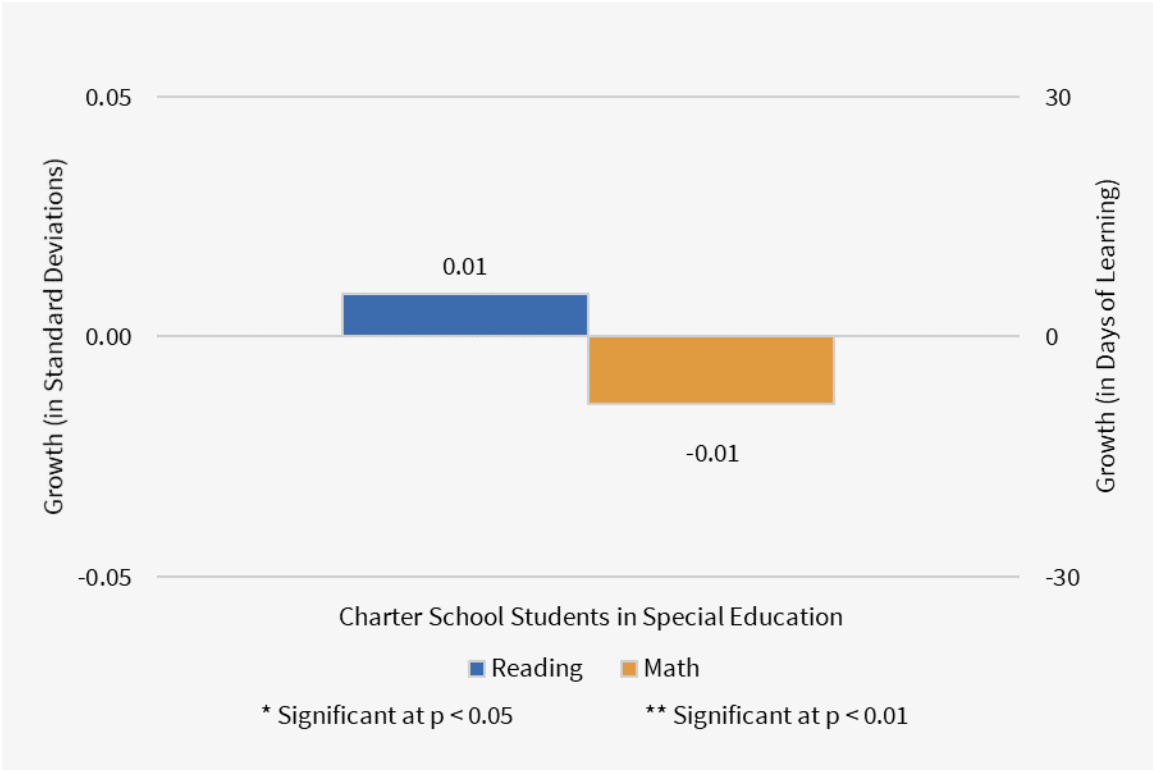


Table 7 summarizes the effect that charter schools have on student group populations. The coefficients represent the growth of each group relative to their counterpart group in TPS.

Table 7: Charter School Impact on Student Subgroup Performance

Student Group	Charter Effect on Student Groups Benchmarked against their TPS Peers	
	Reading	Math
Charter School Students in Poverty	0.03	-0.01
White Charter Students	0.04**	0.04*
Black Charter Students	-0.06	-0.03
Hispanic Charter Students	0.01	0.01
White Charter Students in Poverty	0.04	0.01
Hispanic Charter Students in Poverty	0.00	-0.06
Special Education Charter Students	0.01	-0.01
English Language Learner Charter Students	-0.05	-0.11
Overall Charter Effect	0.04**	0.03

* Significant at the 0.05 level, **Significant at the 0.01 level

Synthesis and Conclusions

In this study, we examine the academic progress of students in Idaho charter schools in a year's time compared to the gains of identical students in the traditional public schools the students otherwise would have attended. The study employs three years of annual data from 2014-15 to 2016-2017, in order to create two year-to-year measures of progress. The year-to-year measure is referred to as growth or gains. For the reader's convenience, the following table summarizes the key findings of this report.

Table 8: Summary of Statistical Significance of Findings for Idaho Charter School Students Benchmarked Against Comparable TPS Students

	Reading	Math
Idaho Charter Students	Positive	Similar
Students in Online Charter Schools	Similar	Negative
Students in Brick-and-Mortar Charter Schools	Positive	Positive
Students in Charters in 2015-16	Similar	Similar
Students in Charters in 2016-17	Positive	Similar
Students in Urban Charter Schools	Similar	Similar
Students in Suburban Charter Schools	Similar	Similar
Students in Town Charter Schools	Similar	Similar
Students in Rural Charter Schools	Positive	Positive
Students in Elementary Charter Schools	Similar	Similar
Students in Middle School Charter Schools	Negative	Negative
Students in High School Charter Schools	Similar	Similar
Students in Multi-level Charter Schools	Positive	Similar
First Year Enrolled in Charter School	Similar	Similar
Second Year Enrolled in Charter School	Similar	Similar
White Charter School Students	Positive	Positive
Black Charter School Students	Similar	Similar
Hispanic Charter School Students	Similar	Similar
Special Education Charter School Students	Similar	Similar
English Language Learner Charter School Students	Similar	Similar
Charter Students in Poverty	Similar	Similar
White Charter Students in Poverty	Similar	Similar
Hispanic Charter Students in Poverty	Similar	Similar

On average, students in Idaho charter schools experience similar learning gains in math and stronger growth in reading in a year than their TPS peers. The advantage in reading for charter students is as if the students obtained 24 additional days of learning in a school year.

Beyond the overall results, the analysis probes the consistency of charter school performance in Idaho over many dimensions. Urban, suburban and town charter school students grow similarly to their TPS peers in both reading and math. Students enrolled in rural charter schools have stronger gains in both reading and math compared to their TPS virtual twins.

Comparison of charter performance by grade span shows that students in Idaho charter elementary and high schools exhibit similar growth in reading and math compared to their TPS peers. Charter multi-level school students show similar progress in math, while they gain an edge over their TPS peers in reading. However, students in charter middle schools experience weaker growth in reading and math than their TPS peers.

In Idaho, there are different types of operation for charter schools. Online and brick-and-mortar charters have distinct physical or geographic boundaries, student profiles, and means of curriculum delivery. Our investigation reveals remarkably weaker growth in both reading and math among online charter students relative to the average TPS students or brick-and-mortar charter students. In fact, it is the poor performance of online charter schools that drags down the overall charter impact on student academic growth.

The learning gains associated with charter school attendance vary across different demographic subgroups. White charter students post higher academic growth than their White virtual twins in TPS. On the other hand, Black and Hispanic students obtain similar learning gains in both subjects as compared to their respective virtual twins in TPS. Attendance in charter schools produces similar learning gains in both subjects to TPS attendance for students living in poverty. White and Hispanic students in poverty post gains in reading and math equivalent to those of their respective TPS virtual twins. Charter English language learners experience similar learning in reading and math and charter special education students are on par in both subjects compared to their peers enrolled in TPS. When we compare the overall positive charter impacts on White students with the results of non-positive charter impacts on the academic progress of non-White students and students in poverty, we conclude that charter attendance in Idaho is associated with higher academic progress for more traditionally advantaged student populations.

Looking at the results at the school level, around 40 percent of Idaho charter schools outpace their local TPS peers in learning in reading and math. Still, 17 percent of charter schools have results that are significantly worse than TPS for reading and 20 percent of charter schools are underperforming in math relative to their local TPS peers.

The student-to-student and school-to-school results show charter schools to be either ahead or on a par with TPS. The complementary question of whether charter schools are helping students achieve at high levels is also important. More than 75 percent of charter schools in Idaho fall above the 50th percentile in achievement in both reading and math. These outcomes are of course influenced by locational decisions and the starting points of the students they serve. In addition, 71 percent of charter schools have positive academic growth in reading and 61 percent of charter schools have positive academic growth in math irrespective of achievement. Some schools below the 50th percentile of achievement have positive growth in reading and math. With positive and sustained growth, these schools will likely post achievement gains over time. However, the outlook for a considerable

proportion of charter schools with below-average growth and low achievement (20 percent for reading and 24 percent for math) is a source of great concern in Idaho. Students in these schools will fall further behind their TPS peers in the state academically over time if their negative growth persists.

In the 2014-15 school year, a new assessment was administered in Idaho, namely the Smarter Balanced Assessment. Only three years of student performance data are available under this new assessment. It will be worth to continue examining the performance of charter schools in a wider time window with future updates of our study. In the meantime, there are promising examples of stronger performance that are worth attention as well as examples where concern is warranted.

APPENDICES

Appendix A: Sample Size in Each Subgroup

The numbers in the table below represent the number of charter observations associated with the corresponding results in the report. An equal number of VCRs were included in each analysis.

Appendix Table 1: Number of Observations for All Results

Student Group	Matched Charter Student Records	
	Reading	Math
Idaho Charter Students Tested & Matched	14,915	14,814
Students in Charters in 2015-2016	7,113	7,024
Students in Charters in 2016-2017	7,802	7,790
Students in Urban Charter Schools	3,421	3,402
Students in Suburban Charter Schools	5,745	5,704
Students in Town Charter Schools	1,898	1,893
Students in Rural Charter Schools	3,851	3,815
Students in Elementary Charter School	4,413	4,368
Students in Middle School Charter Schools	365	369
Students in High School Charter Schools	518	529
Students in Multi-level School Charter Schools	9,619	9,548
Students in First Year Enrolled in Charter School	3,233	3,224
Students in Second Year Enrolled in Charter School	783	781
Students in Online Charters	2,592	2,565
Students in Brick-and-Mortar Charters	12,323	12,249
Black Charter School Students	28	24
Hispanic Charter School Students	1,338	1,323
White Charter School Students	13,217	13,140
Charter School Students in Poverty	2,175	2,168
Hispanic Charter School Students in Poverty	380	376
Special Education Charter School Students	905	896
English Language Learner Charter School Students	76	77
Grade Repeating Charter School Students	11	18

Appendix B: Technical Appendix

Source of Student-Level Data

For the purpose of this study, student-level data were provided by Idaho's Office of State Board of Education (OSBE). CREDO has no power to audit or control the quality of records held by OSBE. Therefore, we recognize that there is a level of data specificity that is beyond the means CREDO can control.

Demographic Composition of Charter Students in the Study

This study examines the performance of students in charter schools who participated in annual accountability testing in Idaho, occurring in grades 3-8, 11 and in whatever grade the end-of-course assessments were taken. The test scores allow us to use a common measure of performance across schools and over time. However, in each growth period of the study, students who are enrolled in non-tested grades are not included in the analysis of performance. This partially accounts for the differences in school and student counts in our analysis data compared to other published figures about the charter school population in Idaho.

As discussed in the Study Approach section, we match tested charter students by period if they can be tracked for two or three periods in the study so as to conform to the new baseline equivalence requirement in the *Procedures Handbook Version 4.0 of What Works Clearinghouse*. Appendix Tables 2-3 present the student profiles across all and across matched Idaho charter students tested in math in each matching period.

Appendix Table 2: Demographic Composition of Charter Students in the Study: Period 1

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Idaho Charter Students	12,318		10,378	
% Matched	84%			
Black Students	96	1%	13	0%
Hispanic Students	1,275	10%	952	9%
White Students	10,274	83%	9,186	89%
Students in Poverty	2,058	17%	1,601	15%
Special Education Students	1,092	9%	641	6%
English Language Learners	105	1%	56	1%
Grade Repeating Students	174	1%	18	0%

Appendix Table 3: Demographic Composition of Charter Students in the Study: Period 2

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Idaho Charter Students	5,388		4,436	
% Matched	82%			
Black Students	46	1%	11	0%
Hispanic Students	498	9%	371	8%
White Students	4,562	85%	3,954	89%
Students in Poverty	764	14%	567	13%
Special Education Students	445	8%	255	6%
English Language Learners	37	1%	21	0%
Grade Repeating Students	38	1%	0	0%

Note: Appendix Tables 2 and 3 refer to every student who tested in Math.

Comparison of Starting Scores of Matched Students and VCRs

The VCR method used in this study of Idaho provided matches for 84 percent of tested charter students with growth scores in reading or math. To assess the quality of the matches, we compare the starting scores of matched charter students and the Virtual Control Records obtained from the matches in both reading and math. The statistical tests of equality of means are shown in Appendix Figures 1 and 2 for math and reading, respectively. We find that the starting scores of matched students and the “virtual twins” used as points of comparison are almost identical. As matched students and their “virtual twins” have identical starting points in terms of learning in the beginning of a growth period, we can be confident that any difference in their final scores and therefore their learning growth can be attributed to charter school attendance, as the only observed way in which matched students and VCRs differ is that the former attend a charter school while the latter consist of students attending a traditional public school.

Appendix Figure 1: Comparison of Starting Math Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
TPS Charter	14,814	.2853061	.0074589	.9078481	.2706856	.2999265
	14,814	.2858377	.0074831	.9107889	.2711699	.3005055
combined	29,628	.2855719	.0052827	.9093044	.2752175	.2959263
diff		-.0005316	.0105656		-.0212407	.0201775

diff = mean(TPS) - mean(Charter) t = -0.0503
Ho: diff = 0 Welch's degrees of freedom = 29627.7

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.4799 Pr(|T| > |t|) = 0.9599 Pr(T > t) = 0.5201

Appendix Figure 2: Comparison of Starting Reading Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
TPS Charter	14,915	.281179	.0074765	.9130844	.2665241	.2958339
	14,915	.2819089	.0075	.9159515	.267208	.2966098
combined	29,830	.2815439	.0052949	.9145038	.2711657	.2919222
diff		-.0007299	.01059		-.0214868	.020027

diff = mean(TPS) - mean(Charter) t = -0.0689
Ho: diff = 0 Welch's degrees of freedom = 29829.7

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.4725 Pr(|T| > |t|) = 0.9451 Pr(T > t) = 0.5275

Measuring Academic Growth

With three years of data, each subject-grade-year group of scores has slightly different mid-point averages and distributions. For end-of-course assessments (EOCs) there are only subject-year groups because EOCs are not grade specific. This means a student takes this assessment after completing the course, no matter what grade he is in. In our study, scores for all these separate tests are transformed to a common scale. All test scores have been converted to standardized scores to fit a "bell curve", in order to allow for year-to-year computations of growth.²²

²² For each subject-grade-year set of scores, scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation. Then each score of the original test is

When scores are standardized, every student is placed relative to their peers in the entire state of Idaho. A student scoring in the 50th percentile in Idaho receives a standardized score of zero, while a standardized score of one would place a student in the 84th percentile. Students who maintain their relative place from year to year would have a growth score of zero, while students who make larger gains relative to their peers will have positive growth scores. Conversely, students who make smaller academic gains than their peers will have negative growth scores in that year.

Model for the Analysis of the Academic Impact of Charter Schools

After constructing a VCR for each charter student, we then set out to develop a model capable of providing a fair measure of charter impact. The National Charter School Research Project provided a very useful guide to begin the process²³. First, it was useful to consider student growth rather than achievement. A growth measure provided a strong method to control for each student's educational history as well as the many observable differences between students that affect their academic achievement. The baseline model included controls for each student's grade, race, gender, free or reduced price lunch status, special education status, English language learner status, and whether he was held back the previous year. The literature on measuring educational interventions found that the best estimation techniques must also include controls for baseline test scores.²⁴ Each student's prior year test score is controlled for in our baseline model. Additional controls are also included for year, and period (first year in charter, second year in charter, etc.). The study's baseline model is presented below.

$$\Delta A_{i,t} = \theta A_{i,t-1} + \beta X_{i,t} + \rho Y_t + \gamma C_{i,t} + \varepsilon_{i,t} \quad (1)$$

where the dependent variable is

$$\Delta A_{i,t} = A_{i,t} - A_{i,t-1} \quad (2)$$

and A_{it} is the state-by-test z-score for student i in period t ; A_{it-1} is the state-by-test z-score for student i in period $t - 1$; $X_{i,t}$ is a set of control variables for student characteristics and period; Y_t is a year fixed effect; C is a vector of variables for whether student i attended a charter school and what type of charter school in period t ; and ε is the error term. Errors are clustered around charters schools and their feeder patterns as well. The parameters of interest are estimated using Ordinary Least Squares (OLS) in STATA 14.

recast as a measure of variation around that new score of zero, so that scores that fall below the original average score are expressed as negative numbers and those that are higher receive positive values.

²³ Julian Betts and Paul Hill, "Key Issues in Studying Charter Schools and Achievement: A Review and Suggestions for National Guidelines," National Charter School Research Project, White Paper Series No. 2, May 2006.

²⁴ Julian Betts and Y. Emily Tang, "The Effect of Charter Schools on Student Achievement: A Meta-Analysis of the Literature," National Charter School Research Project, May 2006.

The baseline model above was extended to explore additional interactions beyond a simple binary to indicate charter enrollment. One type of extension included both “double” and “triple” interactions between the charter variable and student characteristics. For example, to identify the impact of charter schools on different racial groups, we estimate models that break the charter variable into “charter_black,” “charter_hispanic,” etc. To further break down the impact of charters by race and poverty, the variables above were split again. For example, black students in charter schools are split further into students that qualify for free or reduced price lunches (“charter_black_poverty”) and those that do not (“charter_black_nonpoverty”).

Presentation of Results

In this report, we present the impacts of attending charter schools in terms of standard deviations. The base measures for these outcomes are referred to in statistics as z-scores. A z-score of 0 indicates the student’s achievement is average for his or her grade. Positive values of the effect size represent higher performance while negative values represent lower performance. Likewise, a positive effect size value means a student or group of students has improved relative to the students in the state taking the same exam. This remains true regardless of the absolute level of achievement for those students. As with the z-scores, a negative effect size means the students have on average lost ground compared to their peers.

It is important to remember that a school can have a positive effect size for its students (students are improving) but still have below-average achievement. Students with consistently positive effect sizes will eventually close the achievement gap if given enough time; however, such growth might take longer to close a particular gap than students spend in school.

While it is fair to compare two effect sizes relationally (i.e., 0.08 is twice 0.04), this must be done with care as to the size of the lower value. It would be misleading to state one group grew twice as much as another if the values were extremely small such as 0.0001 and 0.0002.

Finally, it is important to consider whether an effect size is significant or not. In statistical models, values which are not statistically significant should be considered as no different from zero. Two effect sizes, one equal to .001 and the other equal to .01, would both be treated as no effect if neither were statistically significant.

To assist the reader in interpreting the meaning of effect sizes, we include an estimate of the average number of days of learning required to achieve a particular effect size. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the latest (2017) 4th and 8th grade test scores from the National Assessment of Educational Progress (NAEP). Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size was equivalent to 590 days of learning in this study. The values in Table 3 are updated from past reports using more recent NAEP scores, which show slower absolute annual academic progress than earlier administrations.²⁵

²⁵ Hanushek, Peterson, and Woessmann, “Achievement Growth: International and U.S. State Trends in Student Performance.”

To: The Education Committees of the Idaho House of Representatives and the Senate
From: The Center for Research on Education Outcomes (CREDO) at Stanford University
Date: February 11, 2019
Subject: Response to data and analysis requests from education committees

Memorandum

Dear Representatives and Senators,

We would like to re-iterate our enthusiasm and appreciation for the opportunity to present the findings of our first study on the performance of charter schools in Idaho to the honorable members of the education committees of the House of Representatives and the Senate on January, 31 2019. In addition, we would like to provide responses to the data and analysis requests made during our presentations. Please find below a list of all the requests made from either committee with the accompanying response. The responses aim to address the essence of each request as the exact phrasing of each question was difficult to recall from memory or infer from notes.

1. Request: Can you provide a list of the schools included in the study with the corresponding locale designation?

Response: Yes, we provide a table with the schools included in the study and their associated locale designation. Please see note [1].

2. Request: Can you provide a list of the schools included in the study with the corresponding grade level designation?

Response: Yes, we provide a table with the schools included in the study and their associated grade level. Please see note [1].

3. Request: Can you provide a list of the schools included in the study with their corresponding online or brick-and-mortar charter designation by locale?

Response: Yes, the table provided in note [1] contains a column with the designation of online and brick-and-mortar charters.

4. Request: Is it possible to estimate charter impact effects for each grade?

Response: Unfortunately, due to small counts, it is not possible to generate reliable estimates of the impact of charter attendance at each grade.

5. Request: Is it possible to estimate charter impact effects for each race/ethnicity group in each level/grade?

Response: Unfortunately, the small counts do not allow us to generate reliable estimates of the impact of charter attendance for each race/ethnicity group at each grade.

6. Request: Do you know how many students at the basic, below basic, and proficient achievement level transfer to online and brick-and-mortar charter? How many students at the basic, below basic, and proficient achievement level transfer out of their school in general in Idaho?

Response: Unfortunately, our data do not allow for a calculation of the numbers requested. We would be extremely interested in investigating this question in a future study of charter schools in Idaho with additional data.

7. Request: Can you provide a schematic of quadrants relating achievement and growth separately for online and for brick-and-mortar charters?

Response: Yes, similar to the schematics of quadrants in our report, we have generated separate schematics for online and brick-and-mortar charters. Please find them in note [2].

8. Request: How many first and second period student records does the study include for online and brick-and-mortar charters? Do they have different impact?

Response: We have calculated the number of growth periods a student is observed in the same charter school in our dataset. We break out these counts for online and brick-and-mortar charters and present them in note [3].

The maximum number of growth periods a student can be observed in the same charter school in a dataset spanning three years of data (between 2014-15 and 2016-17) is two. We cannot infer whether a student was enrolled in a charter school for longer than we observe them in the dataset.

We understand that the aim of this request was to infer whether students who enroll in online charter schools experience higher mobility. Although student mobility was outside the direct scope of our study of charter school performance in Idaho, an earlier national study our team conducted may be able to provide additional useful insights.

The 2015 CREDO study of online charter schools across the nation (17 states and the District of Columbia) studied student mobility inter alia. The study showed that pre-online mobility is the same for online charter students and their virtual twins (Virtual Control Records or VCR) in traditional public schools (TPS). In particular, the study of student mobility showed that students who eventually enroll in online charter schools have pre-online mobility rates similar to those of their VCR comparisons. However, after enrolling in online charter schools these students tend to become more mobile, changing schools at a rate 2 to 3 times higher than their TPS peers. A link to the 2015 CREDO national study of online charter schools is provided below for your reference.

<https://credo.stanford.edu/pdfs/Online%20Charter%20Study%20Final.pdf>

9. Request: Is it possible to estimate charter impact effects for online and brick-and-mortar charters in each locale?

Response: The small counts do not allow us to generate reliable estimates of the impact of charter attendance at each locale. It is possible though to estimate the impact of charter attendance by groups of locales. In note [4] we present charter impacts for online and brick-and-mortar charters in urban or suburban and town or rural locales.

Best Regards,

The CREDO team

Notes:

- [1] See attached list of schools included in the study with their locale, grade level, and online/brick-and-mortar designations.
- [2] Please see attached quadrant schematics of school-level growth and achievement for online and brick-and-mortar charters.
- [3] Please see attached table with student counts by number of growth periods for online and brick-and-mortar charter schools.
- [4] Please see attached figure with charter impacts by growth period for online and brick-and-mortar charter schools.
- [5] Please see attached figure with charter impacts by locale (urban/suburban and town/rural) for online and brick-and-mortar charter schools.

Note 1: List of Schools Included in the Study with their Designations

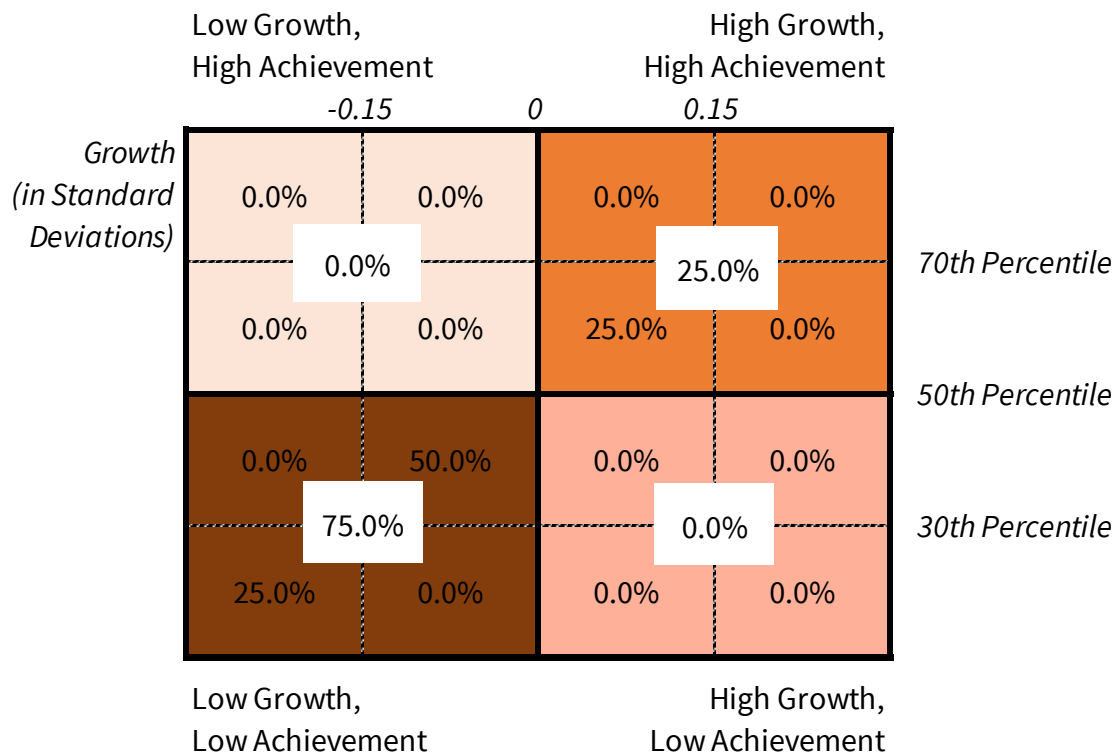
School Name	Level	Virtual	Locale
MOSCOW CHARTER SCHOOL	Elementary School	Brick-and-mortar	Town
ANSER CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
MERIDIAN TECHNICAL CHARTER HIGH	High School	Brick-and-mortar	Suburban
POCATELLO COMMUNITY CHARTER	Elementary School	Brick-and-mortar	Urban
COEUR D'ALENE CHARTER ACADEMY SCHOOL	Multi-level School	Brick-and-mortar	Urban
FORREST M BIRD CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Town
BLACKFOOT CHARTER COMMUNITY	Elementary School	Brick-and-mortar	Town
NORTH STAR CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
MERIDIAN MEDICAL ARTS CHARTER	High School	Brick-and-mortar	Suburban
WHITE PINE CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
IDAHO ARTS CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Suburban
THOMAS JEFFERSON CHARTER	Multi-level School	Brick-and-mortar	Suburban
IDAHO DISTANCE EDUCATION ACADEMY	Multi-level School	Online	Rural
UPPER CARMEN PUBLIC CHARTER SCHOOL	Elementary School	Brick-and-mortar	Rural
VICTORY CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
IDAHO VIRTUAL ACADEMY	Multi-level School	Online	Suburban
RICHARD MCKENNA CHARTER HIGH	High School	Online	Town
ROLLING HILLS PUBLIC CHARTER	Elementary School	Brick-and-mortar	Suburban

COMPASS PUBLIC CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
FALCON RIDGE PUBLIC CHARTER	Elementary School	Brick-and-mortar	Town
INSPIRE VIRTUAL CHARTER SCHOOL	Multi-level School	Online	Urban
LIBERTY CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
ARTEC CHARTER SCHOOL	High School	Brick-and-mortar	Rural
CONNOR ACADEMY	Elementary School	Brick-and-mortar	Urban
TAYLORS CROSSING CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
VISION CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Suburban
XAVIER CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
ISUCCEED VIRTUAL HIGH SCHOOL	High School	Online	Urban
NORTH VALLEY ACADEMY	Multi-level School	Brick-and-mortar	Town
KOOTENAI BRIDGE ACADEMY	High School	Online	Urban
IDAHO CONNECTS ONLINE SCHOOL	Multi-level School	Online	Suburban
PALOUSE PRAIRIE CHARTER SCHOOL	Elementary School	Brick-and-mortar	Town
IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL	Middle School	Brick-and-mortar	Town
SAGE INTERNATIONAL SCHOOL OF BOISE	Multi-level School	Brick-and-mortar	Urban
ANOTHER CHOICE VIRTUAL CHARTER	Multi-level School	Online	Suburban
PAYETTE RIVER TECHNICAL ACADEMY	High School	Brick-and-mortar	Town
MONTICELLO MONTESSORI CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
HERITAGE ACADEMY	Elementary School	Brick-and-mortar	Town
THE VILLAGE CHARTER SCHOOL	Elementary School	Brick-and-mortar	Urban

LEGACY CHARTER SCHOOL	Elementary School	Brick-and-mortar	Suburban
NORTH IDAHO STEM CHARTER ACADEMY	Multi-level School	Brick-and-mortar	Rural
HERITAGE COMMUNITY CHARTER	Elementary School	Brick-and-mortar	Suburban
IDAHO CONNECTS ONLINE ALTERNATIVE SCHOOL	Multi-level School	Online	Urban
IDAHO VISION HIGH SCHOOL	High School	Brick-and-mortar	Suburban
CHIEF TAHGEE ELEMENTARY ACADEMY	Elementary School	Brick-and-mortar	Rural
AMERICAN HERITAGE CHARTER SCHOOL	Multi-level School	Brick-and-mortar	Rural
SOUTHEAST IDAHO PROFESSIONAL TECHNICAL SCHOOL	High School	Brick-and-mortar	Rural
RICHARD MCKENNA CHARTER HIGH SCHOOL ALTERNATIVE	High School	Brick-and-mortar	Town
SYRINGA MOUNTAIN CHARTER SCHOOL	Elementary School	Brick-and-mortar	Town
BINGHAM ACADEMY	High School	Brick-and-mortar	Town
IDAHO COLLEGE & CAREER READINESS ACADEMY	High School	Online	Suburban
GEM PREP: POCATELLO SCHOOL	Elementary School	Brick-and-mortar	Urban
COMPASS PUBLIC CHARTER SCHOOL JR/SR HIGH	Multi-level School	Brick-and-mortar	Suburban
GEM PREP: NAMPA	Elementary School	Brick-and-mortar	Urban
ALTURAS INTERNATIONAL ACADEMY	Elementary School	Brick-and-mortar	Urban
UPPER CARMEN CHARTER HIGH SCHOOL	High School	Brick-and-mortar	Town

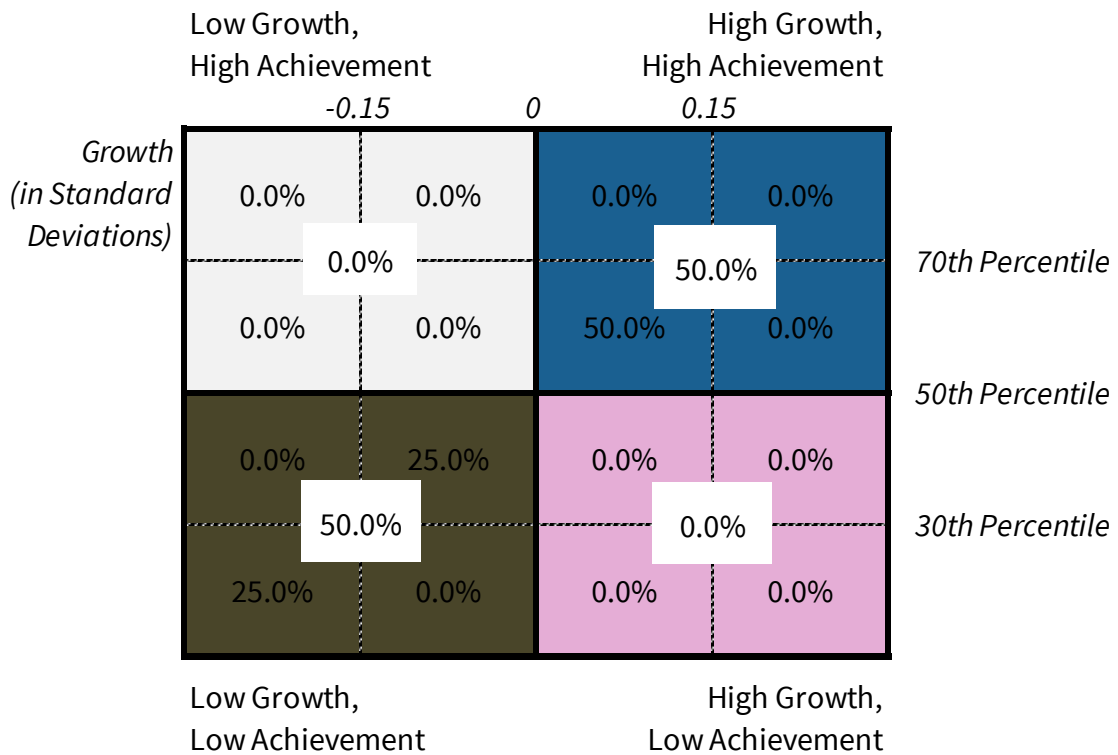
Note 2: Quadrant Schematics of School-Level Growth and Achievement for Online and Brick-and-Mortar Charters

Idaho Online Charter Schools in Mathematics



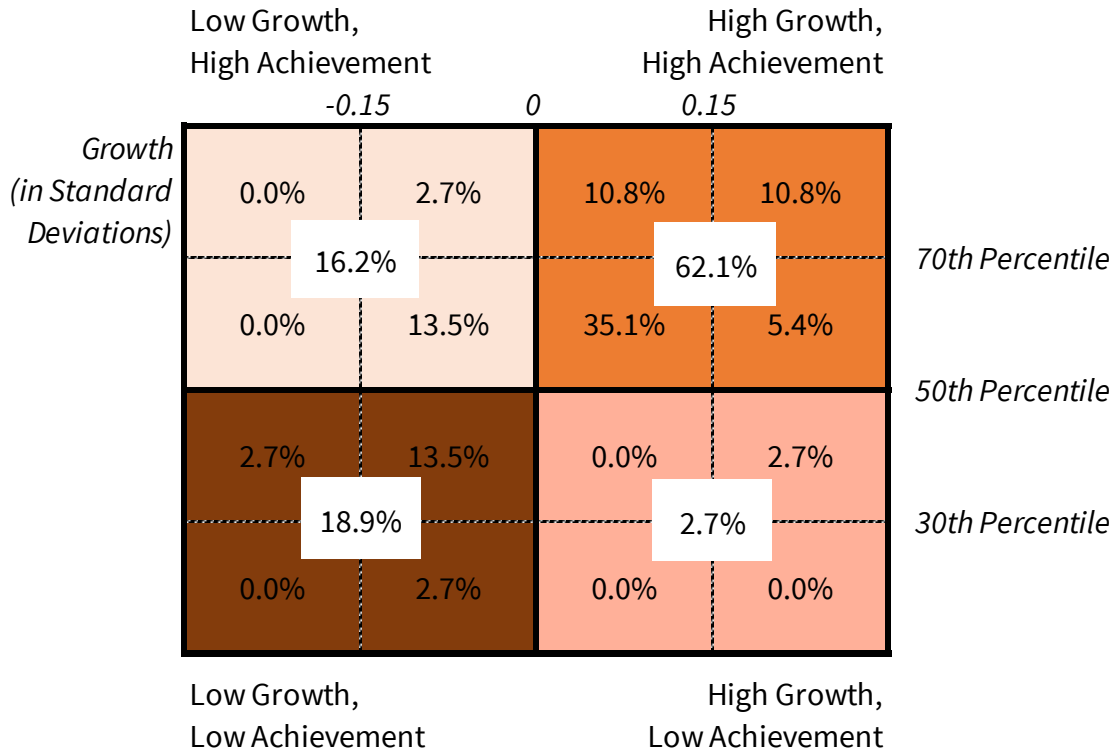
The data provided sufficient counts to generate reliable individual growth estimates for four online charter schools in Idaho. Three out of four online charter schools in Idaho exhibit lower growth in mathematics than the traditional public school option and achievement below the state average. At the same time, one out of four online charter schools in Idaho post higher growth than the traditional public school option and achievement above the state average in mathematics.

Idaho Online Charter Schools in Reading



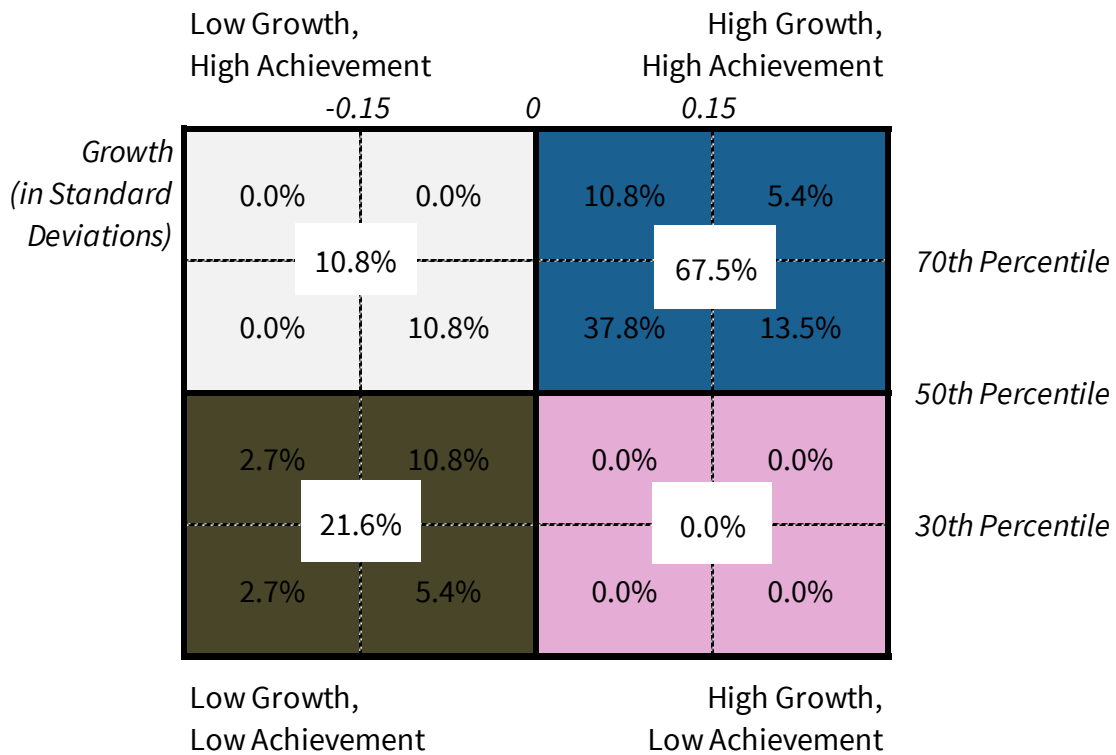
Two out of four online charter schools in Idaho exhibit lower growth than the traditional public school option and achievement below the state average in reading. The other two online charter schools in Idaho post higher growth than the traditional public school option and achievement above the state average in reading.

Idaho Brick-and-Mortar Charter Schools in Mathematics



The data provided sufficient counts to generate reliable individual growth estimates for 37 brick-and-mortar charter schools in Idaho. Roughly 19 percent of brick-and-mortar charter schools in Idaho exhibit lower growth than the traditional public school option brick-and-mortar charter schools in mathematics and achievement below the state average. At the same time, 62.1 percent of brick-and-mortar charter schools in Idaho post higher growth than the traditional public school option in mathematics and achievement above the state average. Sixteen percent of brick-and-mortar charter schools in Idaho have higher achievement than the state average in Idaho in mathematics but academic growth below that of the traditional public school option. The remaining three percent of brick-and-mortar charter schools in Idaho have higher growth compared to traditional public schools and achievement below the state average in mathematics.

Idaho Brick-and-Mortar Charter Schools in Reading



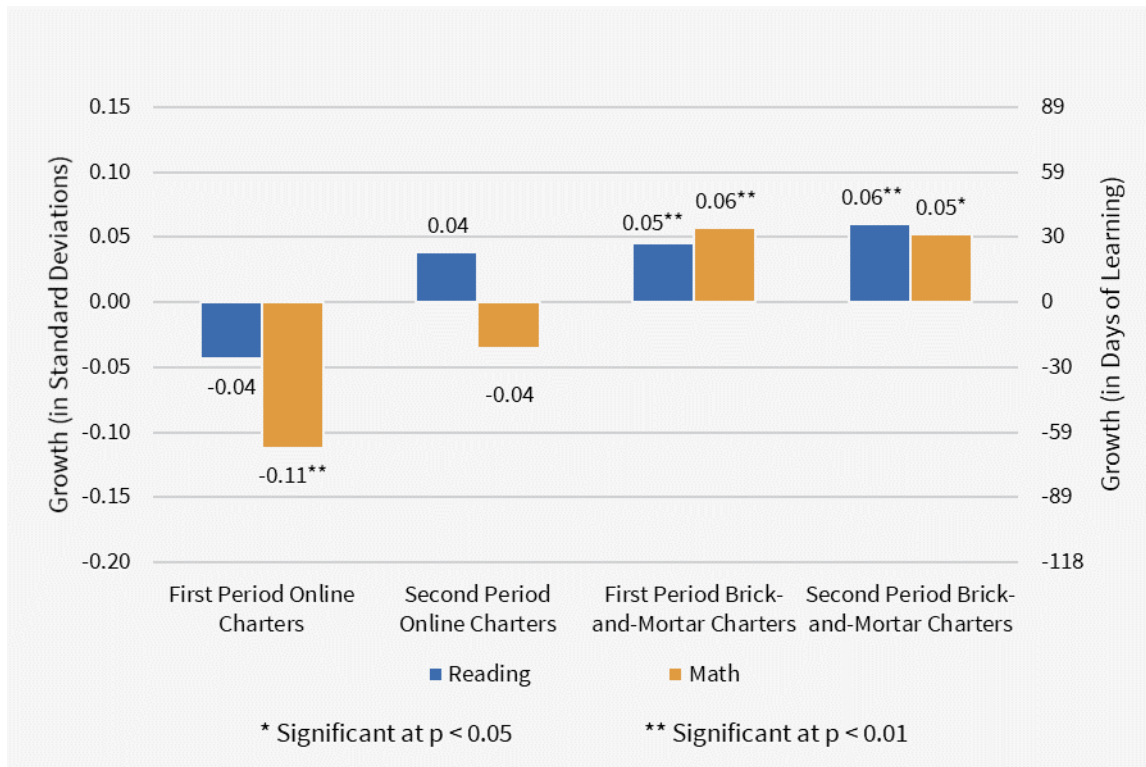
Approximately 22 percent of brick-and-mortar charter schools in Idaho exhibit lower growth than the traditional public school option brick-and-mortar charter schools in reading and achievement below the state average. At the same time, 67.5 percent of brick-and-mortar charter schools in Idaho post higher growth than the traditional public school option in reading and achievement above the state average. Eleven percent of brick-and-mortar charter schools in Idaho have higher achievement than the state average in Idaho in reading but academic growth below that of the traditional public school option. The remaining three percent of brick-and-mortar charter schools in Idaho have higher growth compared to traditional public schools and achievement below the state average in reading.

Note 3: Student Counts by Growth Period for Online and Brick-and-Mortar Charter Schools

Student Group	Matched Charter Student Records			
	Reading	Percentage	Math	Percentage
Idaho Charter Students Tested & Matched	14,915		14,814	
Students in Online Charter Schools	2,592	100%	2,565	100%
Students in First Period in Online Charter Schools	2,071	80%	2,061	80%
Students in Second Period in Online Charter Schools	521	20%	504	20%
Students in Brick-and-Mortar Charter School	12,323	100%	12,249	100%
Students in First Period in Brick-and-Mortar Charter Schools	8,857	72%	8,799	72%
Students in Second Period in Brick-and-Mortar Charter Schools	3,466	28%	3,450	28%

Twenty-eight percent of the student records from brick-and-mortar charter schools included in the study correspond to second-period growth. In other words, 28 percent of the students in our data set remained in the same charter school for all three years covered by the study. In contrast, 20 percent of student records from online charter schools correspond to second-period growth. Online charter school students are less likely to be observed for a second growth period in our dataset compared to brick-and-mortar charter students.

Note 4: Charter Impacts by Growth Period for Online and Brick-and-Mortar Charter Schools

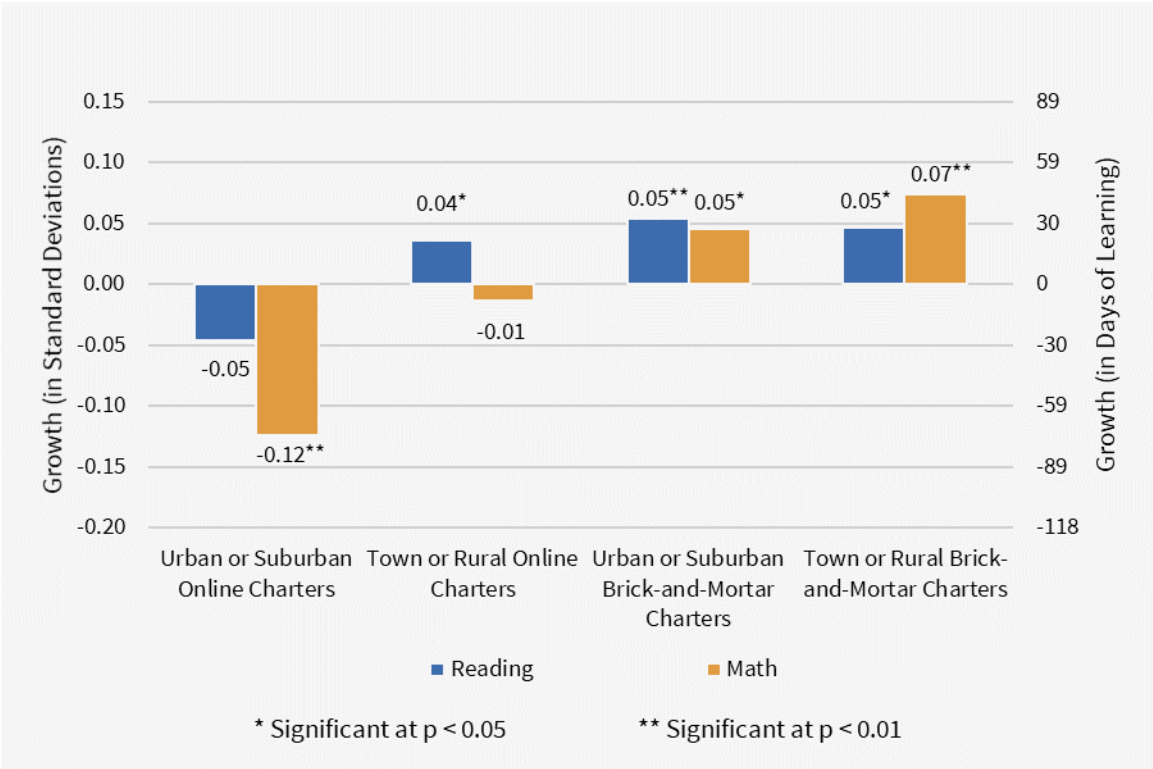


First period in online charter schools is associated with significantly lower progress in math compared to traditional public schools, that is equivalent to 65 fewer days of learning. Online charter school students in the first period in our dataset post a growth in reading that is on par with that of traditional public school students. Online charter school students in Idaho in their second period in our dataset post equivalent academic progress to that of traditional public school students in either math or reading.

First period in brick-and-mortar charter schools is associated with significantly higher progress in math and reading compared to traditional public schools that is equivalent to 35 and 30 additional days of learning, respectively. Online charter school students in the first period in our dataset post a growth in reading that is on par with that of traditional public school students. Brick-and-mortar charter school students in Idaho in their second period in our dataset post higher academic progress than traditional public school students in math or reading, that is equivalent to 30 and 35 additional days of

learning, respectively. Please note that we cannot exclude the possibility that charter students attended a charter school for longer than we observe them in the data.

Note 5: Charter Impacts by Locale (Urban/Suburban and Town/Rural) for Online and Brick-and-Mortar Charter Schools



Online charter schools in urban or suburban locales are associated with significantly lower progress in math compared to traditional public schools, that is equivalent to 71 fewer days of learning. Online charter schools in urban or suburban locales show similar progress in reading to that of traditional public schools. Online charter schools in town or rural locales post a growth in reading that is higher than that of traditional public schools and equivalent to 24 additional days of learning. Online charter school students in town or rural settings post equivalent academic progress to that of traditional public school students in Math.

Brick-and-mortar charter schools in urban or suburban settings are associated with significantly higher progress in math and reading compared to traditional public schools

that is equivalent to 30 additional days of learning in either subject. Brick-and-mortar charter school students in town or rural settings in Idaho show higher academic progress than traditional public school students in math and reading, that is equivalent to 41 and 30 additional days of learning, respectively.



Charter School Performance in Idaho

5/16/2019

Topics

- Charter School Demographics
- Charter School Impacts
 - Full Sample
 - School-level
 - Student subgroups



2

Statewide Comparison of TPS, Feeders, and Charters

	TPS	Feeders	Charters
Number of schools	691	382	54
Average enrollment per school	395	502	359
Total number of students enrolled	272,869	191,673	19,381
Students in Poverty	27%	28%	19%
English Language Learners	5%	5%	1%
Special Education Students	11%	11%	9%
White Students	76%	76%	81%
Black Students	1%	1%	1%
Hispanic Students	18%	18%	9%
Asian/Pacific Islander Students	2%	2%	2%
Native American Students	1%	1%	4%
Multi-Racial Students	2%	3%	2%



3

Impact Evaluation Methodology

- **Outcome** 1-year academic growth
 - » 1 growth period requires 2 years of data
 - » Two growth periods are possible
- **Test Scores** used from 56 Charters in Math, 55 in Reading

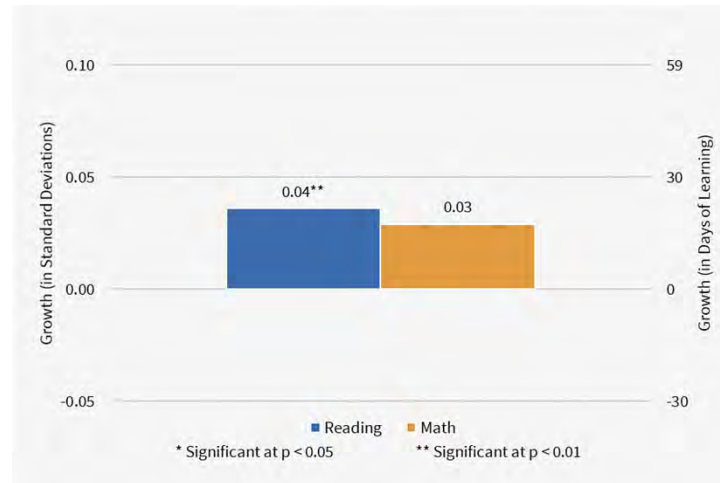
Sample Size	2015-16	2016-17
Reading	7,113	7,802
Math	7,024	7,790

 - » Small samples require big impacts to reach statistical significance
- **Comparisons** are obtained from Virtual Control Records (VCR)
 - » Feeder and Charter students matched on all demographics and baseline achievement -- 84% match rate



4

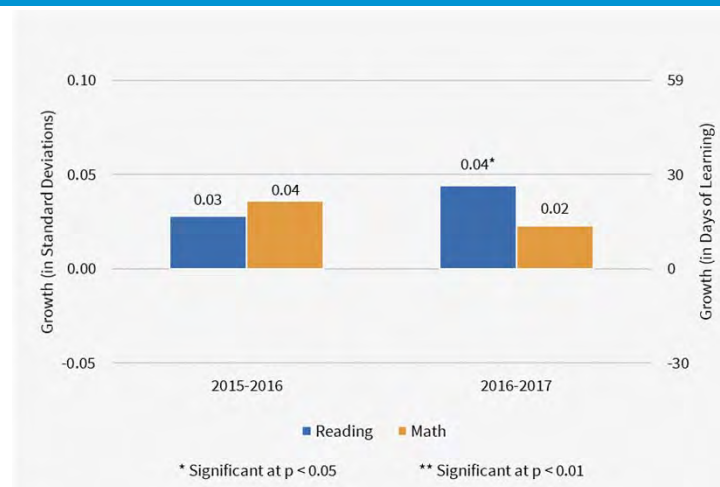
Overall Charter Impact



c credo

5

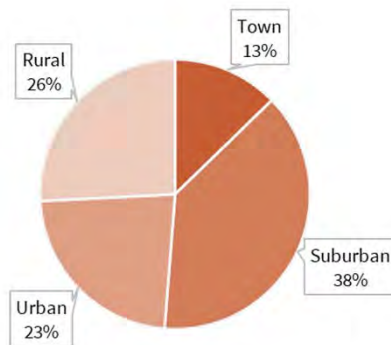
Impact by Growth Period



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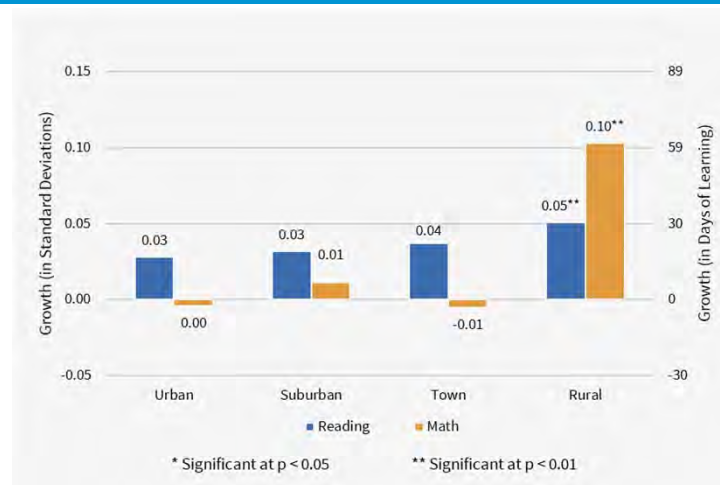
6

Charter Students by Locale



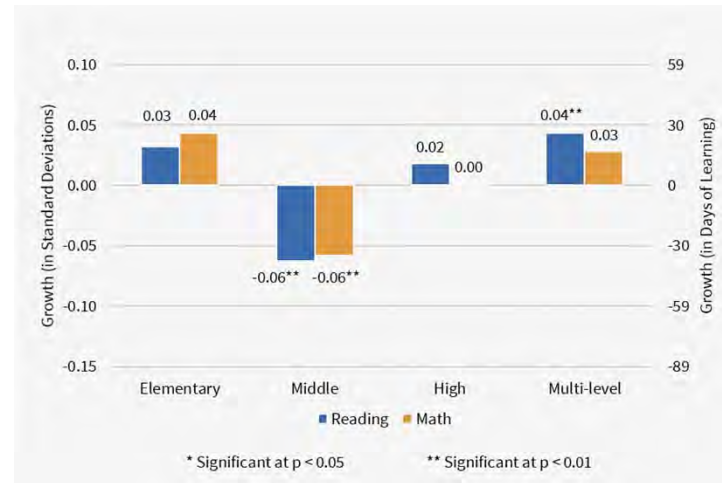
7

Impact by School Locale



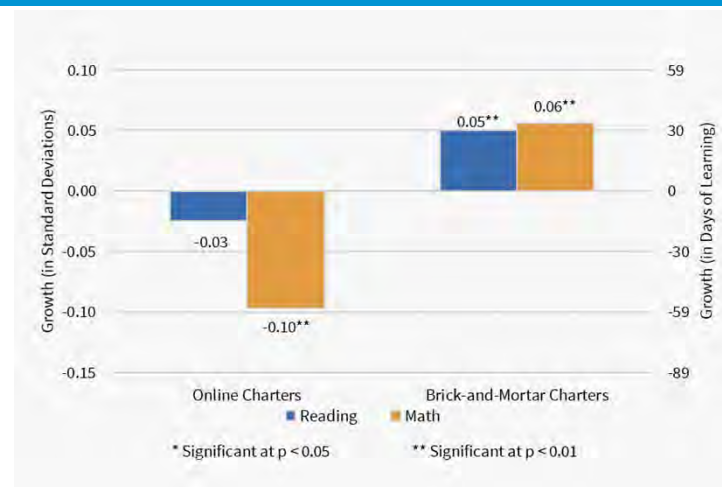
8

Impact by School Level



9

Impact by Delivery System



10



School-Level Findings

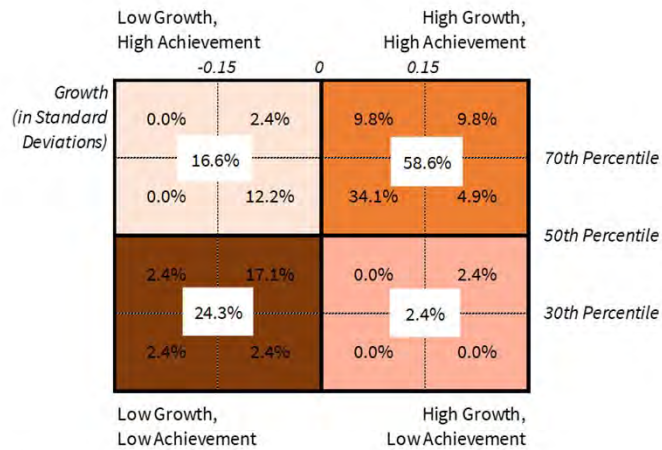
11

School-Level Growth and Achievement (Read)



12

School-Level Growth and Achievement (Math)



13



Subgroups

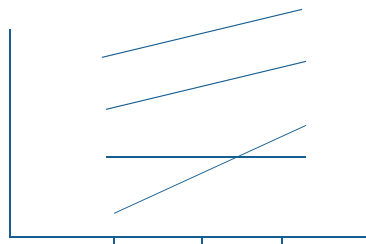
14

Subgroups

Achievement Gaps

Differences in knowledge between student groups at a fixed point in time.

White students are the benchmark.



15

Subgroups

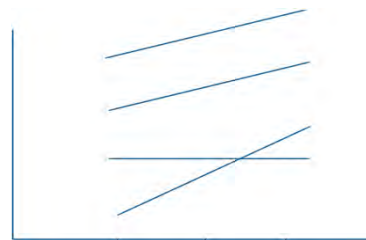
Learning Gaps = Differences in growth of knowledge between student groups in the same year or period.

White student growth is the benchmark.

Same growth – gaps stay the same

Less growth – gaps increase

More growth – gaps decrease



16

Impact by Student Subgroups

Student Group	Benchmark	Reading		Difference
		TPS	Charter	
White Students	Non-Poverty Non-SpEd Non-ELL White VCR	---	0.04**	0.04**
White Students in Poverty		-0.09**	-0.04	0.04
Students in Poverty		-0.08**	-0.05*	0.03
Black Students		-0.02	-0.07	-0.06
Hispanic Students		-0.05**	-0.04	0.01
Hispanic Students in Poverty		-0.13**	-0.13**	0.00
Special Education Students	Non-SpEd VCR	-0.20**	-0.19**	0.01
English Language Learner Students	Non-ELL VCR	-0.06	-0.11	-0.05



Impact by Student Subgroups

Student Group	Benchmark	Math		Difference
		TPS	Charter	
White Students	Non-Poverty Non-SpEd Non-ELL White VCR	---	0.04**	0.04**
White Students in Poverty		-0.08**	-0.07**	0.01
Students in Poverty		-0.08**	-0.08**	-0.01
Black Students		-0.08	-0.11	-0.03
Hispanic Students		-0.08**	-0.07**	0.01
Hispanic Students in Poverty		-0.12**	-0.18**	-0.06
Special Education Students	Non-SpEd VCR	-0.14**	-0.15**	-0.01
English Language Learner Students	Non-ELL VCR	0.00	-0.11	-0.11



Summary of Findings

- In the aggregate, we find positive and significant effects associated with charter attendance for reading and positive but not statistically significant effects for math.
- Brick-and-Mortar Charters outperform Online Charters.
- We find wide variation in individual school effects. There is some good news.
- Charter attendance is associated with improved learning gains for White students.



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Policy Considerations

- Facilitate high performers to share and grow.
- Resources need to balance equity and effectiveness.
 - Level is important
 - So are results
- Evidence that stronger authorizing is needed.

Idaho has a unique take on charters – with extra focus on quality, it could be a national exemplar.



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Thank you.

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Back-up Slides

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Statewide Comparison of Brick-and-Mortar and Online Charters

	All Charters	Brick-and-Mortar Charters	Online Charters
Number of schools	54	44	10
Average enrollment per school	359	330	488
Total number of students enrolled	19,381	14,501	4,880
Students in Poverty	19%	17%	28%
English Language Learners	1%	1%	1%
Special Education Students	9%	7%	13%
White Students	81%	83%	76%
Black Students	1%	1%	1%
Hispanic Students	9%	10%	8%
Asian/Pacific Islander Students	2%	2%	1%
Native American Students	4%	1%	13%
Multi-Racial Students	2%	3%	2%



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Subgroups

Subgroup Impacts	Reading	Math
Charter gains > TPS gains	Whites *	Whites *
Learning Gap eliminated	Whites in Poverty Hispanics	
Learning Gap observed in both Charter and TPS	Poverty Hispanics in Poverty SPED	Poverty Whites in Poverty Hispanics Hispanics in Poverty
Too few students (Charter and TPS)	Blacks English learners	Blacks English learners



* Denotes statistical significance

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IDAHO SPEECH, LANGUAGE, HEARING ASSOCIATION

SUBJECT

Speech Language Pathologist Shortage - Recommendations

REFERENCE

August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendations to the Board regarding educator pipeline barriers and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	Board reviewed FY17 Teacher Pipeline Report and Recommendations
December 2018	Board review FY18 Educator Pipeline Report and progress toward recommendations

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination
Goal 2: Educational Readiness, Objective A: Rigorous Education

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented

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to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY18 pipeline report explored new data collected through the 2017-2018 school year, identified areas of concern, and provided an update on progress related to the recommendations presented in the FY17 report.

In addition to Instructional Staff, which include classroom teachers, Idaho certificated educators include Pupil Service Staff. Pupil Service Staff are individuals that are required to be certificated to work in a school setting and vital to a student's education, but do not serve as classroom teachers. These positions include school counselors, school psychologists, school nurses, speech-language pathologists, school social workers, and school audiologists, and may include certificated occupational therapist and physical therapist. These positions' general include a requirement for a master's degree or professional license in their field. Pupil Service Staff are treated the same as Instruction Staff for salary based apportionment purposes and will be eligible to apply for the Master Educator Premium. School districts and charter schools also face similar issues in retaining and recruiting Pupil Service Staff as they do Instructional Staff. School districts and charter schools may not need all of types of Pupil Service Staff listed, however, many of them are required under Federal and State regulations for students with disabilities that have been identified as needing the applicable services. Audiologist and Speech-language Pathologist are two such categories that are consistently identified around the state as an area of shortage. To compound issues, there are a limited number of individuals completing programs in these areas and becoming certificated in Idaho.

A state-wide group of speech-language pathologist have met over the past year and developed the following barriers and recommendations for Board consideration in helping to increase the availability of certificated speech-language pathologist around the state.

- 1) Provide resources to high school college and career counselors and advisors so they understand the work involved and can help educate students on the rewarding career (e.g. add speech language pathology to career fairs in order to boost interest in the field).
- 2) Work with Idaho State University to boost enrollment for speech-language pathologist into their graduate program and require they prioritize in-state students over out of state students.
- 3) Explore ways to supply northern and eastern Idaho, along with the more rural districts with certificated speech-language pathologists.
- 4) Consider including speech-language pathologists in any proposed loan

forgiveness programs.

- 5) Provide more resources to school districts and charter schools to allow them to be more competitive in attracting high-demand employees like speech-language pathologists.
- 6) Set standards for maximum caseloads. Many qualified speech-language pathologists don't consider positions in a school setting due to the large caseloads.
- 7) Create an incentive program for non-traditional students (e.g., a teacher, or another type of professional outside of education) to enter speech-language pathologist programs.
- 8) Create a speech-language pathologist aide program at one of the community colleges to help meet the demand for speech-language pathologists across the state.

IMPACT

The presentation will give the Board the opportunity to ask questions and better understand the need for these types of educators in Idaho and look at ways the Board's work on improving the educator pipeline might also impact pupil service staff shortages.

STAFF COMMENTS AND RECOMMENDATIONS

Idaho certification requirements set by the Board are established in IDAPA 08.02.02. Rules Governing Uniformity. Pursuant to IDAPA 08.02.02, eight areas of endorsement are available for the Pupil Service Certificate:

- Audiology
- Occupational Therapist
- Physical Therapist
- School Counselor (K-12)
- School Nurse
- School Psychologist
- School Social Worker
- Speech-Language Pathologist

To be eligible for a Pupil Service Certificate with a Speech-Language Pathologist Endorsement, an individual must possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and receive an institutional recommendation from an accredited college or university. An interim speech-language pathologist endorsement is available for individuals who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate is issued for three (3) years while the applicant is meeting the educational requirements, and is not renewable.

Idaho State University provides their Speech Language Pathology program in-

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person and online. In-person options are available on the main campus in Pocatello and in Meridian. During the previous three years, Idaho State University's program has produced the following completers:

Pocatello Campus

	2016	2017	2018	3 year average
Program Completion	*16/18 (89%)	18/18 (100%)	**12/18 (67%)	85%
Praxis Pass Rate	14/14 (100%)	8/8 (100%)	7/7 (100%)	100%
Employment Rate (Employment within 1 month of graduation date)	16/16 (100%)	18/18 (100%)	12/12 (100%)	100%

*2 students withdrew for personal reasons

**2 students remain in the program and anticipate graduation, 4 students withdrew for personal reasons

Meridian Campus

	2016	2017	2018	3 year average
Program Completion	*16/18 (89%)	17/18 (94%)	**13/18 (72%)	85%
Praxis Pass Rate	15/15 (100%)	11/11 (100%)	12/12 (100%)	100%
Employment Rate (Employment within 1 month of graduation date)	16/16 (100%)	17/17 (100%)	13/13 (100%)	100%

*1 student withdrew for personal reasons

**4 students remain in the program and anticipate graduation, 1 student withdrew for personal reasons

Online Program

	2016	2017	2018	3 year average
Program Completion	*16/17 (94%)	20/20 (100%)	**8/17 (47%)	80%
Praxis Pass Rate	10/10 (100%)	9/9 (100%)	6/6 (100%)	100%
Employment Rate (Employment within 1 month of graduation date)	16/16 (100%)	20/20 (100%)	8/8 (100%)	100%

*1 student withdrew for personal reasons

**7 students remain in the program and anticipate graduation, 1 student withdrew for personal reasons

BOARD ACTION

This item is for informational purposes only.

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NEXT STEPS FUTURE DEVELOPMENT

SUBJECT

Next Steps Research and Recommendations

REFERENCE

June 2012	Board approved the Complete College Idaho plan, including the strategy to develop intentional advising along the K-20 continuum.
August 2014	Board approved a proposed rule to clarify learning plans developed at grade eight (8) are reviewed annually throughout a student's high school career.
October 2014	Board received an update from the Task Force Implementation Committee and adopted initial implementation recommendations.
November 2016	Board approved pending rule establishing minimum requirements for school district college and career advising, mentoring plans, and continuous improvement plan minimum metrics, including, minimum statewide performance measures.
June 2017	Board received an update regarding the status of college and career advising and mentoring in the state and the continued implementation of the Board's college and career advising initiative.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1212A, Idaho Code

Section 72-1203, Idaho Code

Idaho Administrative code, IDAPA 08.02.01 Section 801 and IDAPA 08.02.03-Sections 104 and 105.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: EDUCATION ATTAINMENT Objective C: Access; GOAL 4: WORKFORCE READINESS: Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

The Governor's Workforce Development Task Force 2017 released a report on the state of Idaho's workforce. The report describes what types of jobs we are likely to see in the future, profiles the kinds of workers needed to fill these jobs, and lays out a plan for how the state can best help prepare Idahoans for the jobs of the future. Specifically, the Task Force presented recommendations for improving Idaho's funding and delivery of training and education programs to meet our state's growing demand for skilled workers.

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A specific recommendation from this report calls for the creation of an online platform: A one-stop shop where Idahoans can find information about how to find and train for careers that might interest them. Whether they are K-12 students looking for information about what to expect in the future, or skilled tradesmen seeking certification to take their career to the next level, the Task Force envisioned a platform each could use to navigate their future path. By having one online platform, the state could focus and pool its resources for advertising, outreach, and communications by promoting a single tool, rather than the disparate resources that are currently housed in different places.

In response to this recommendation, and as the result of collaboration with the Workforce Development Council and the Department of Labor, Board staff amended the current Next Steps website contract to allow for additional work to this end. This amendment will allow staff to conduct research to determine the best way to bring the online tools used by each agency together, under one roof, in a way that will be both simple to explain and promote and that will provide value and a seamless user experience to a wide range of Idahoans.

IMPACT

The Board will be provided an update on the current Next Steps website along with recommendations and cost estimates for the Idaho State Board of Education to consider as expansion of the Next Steps.Idaho.gov is contemplated for future years.

STAFF COMMENTS AND RECOMMENDATIONS

The Next Steps website was developed to provide resources for students in grades 8 through 12, their parents, and the educators that help to support these students. The development of the website was done through a systematic approach of researching not only those tools most meaningful to the target group but also through gathering feedback from parents and educators using the site to help support these students. Due to this systematic approach, the website has been widely adopted by our public schools, postsecondary student advisors, and students. Additionally, the Next Steps website has been identified as model to emulate by other states looking to provide similar resources to their students. As the Board office looks toward expanding the target audiences of the site, it will be important to use the same systematic, research driven, approach to maintain the quality and usefulness of the site. There are many examples available of sites that have tried to compile or link to the vast amount of available resources for advising individuals, both, students and adults, that have become cumbersome and unwieldy, in the end resulting in a tool the was no longer of use. Through the research process that is currently being conducted and the collaboration that have been developed staff believe the site can be expanded in a meaningful way to a broader audience.

The Board will be provided an update on the current Next Steps website along with recommendations and cost estimates for the Idaho State Board of Education to

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consider as expansion of the Next Steps.Idaho.gov is contemplated for future years.

BOARD ACTION

This item is for informational purposes only.

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SUBJECT

Policy V.Q. Residency for Tuition Purposes – First Reading

REFERENCE

April 2019	Board received update on impact of legislature not extending codified rules after June 30, 2019.
May 2019	Board approved temporary and proposed rules for reinstatement due to 2019 Legislature action and an update on which rules could be allowed to expire June 30, 2019.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-3717B, Idaho Code
Administrative Code, IDAPA 08.01.04

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: Educational Attainment, Objective C: Access.

BACKGROUND/DISCUSSION

Each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules, including those not rejected during the legislative session, until June 30th of the following year. During the 2019 Legislative Session, this bill did not pass, so all currently codified rules are scheduled to expire on June 30, 2019. To mitigate the potential disruption this could cause and ensuing potential liability to the state for not implementing many provisions required by statute or the state constitution, the Governor has authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). As part of this process, agencies also have the opportunity to identify any outdated or unneeded titles of rules and allow them to expire.

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. Administrative Code, IDAPA 08.01.04 provided further clarification of the provisions set by Section 33-3717B, Idaho Code through the establishment of definitions and factors for determining domicile in Idaho, the process for students to submit a residency reclassification determination and a student appeals process. Pursuant to Section 33-105, Idaho Code, the Board is authorized to establish rules for its own operations and the governance of its executive departments, including the public postsecondary institutions. Due to this authority it was determined that it was unnecessary to keep the provisions in IDAPA 08.01.04 in Administrative Code and the rule could be allowed to expire and be converted into Board policy.

IMPACT

Approval of the first reading of proposed new Board Policy V.Q. Residency for Tuition Purposes will be the first step in re-establishing the existing requirements for evaluating student domicile for determining student residency for tuition purposes.

ATTACHMENTS

Attachment 1 - V.Q. Residency for Tuition Purposes – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed new policy will establish the existing requirements for residency determination in Board policy. This will provide consistency for those students that are already in the process of having their residency determined for the 2019-2020 school year. If approved by the Board, any future amendments to this policy would go through the normal Board Policy amendment process and would be able to be timed in a way that would provide the minimum amount of disruption to students applying for residency at Idaho's four-year public institutions.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of new Board Policy V.Q. Residency for Tuition Purposes as provided in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: Q. Residency for Tuition Purposes

August 2019

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. When applying the provisions of Section 33-3717B, Idaho Code the institutions shall apply the following definitions and factors.

1. Definitions

- a. Accredited Secondary School. "Accredited Secondary School" means an Idaho secondary school accredited by a body recognized by the State Board of Education.
- b. Armed Forces. "Armed Forces" means the United States Army, Navy, Air Force, Marine Corps, Coast Guard, and their reserve forces. It does not include the National Guard or any other reserve force.
- c. Continuously Resided. "Continuously Resided" means physical presence in the state for twelve (12) consecutive months. Absence from the state for normal vacations, family travel, work assignments, short-term military training, and similar occasions during the twelve-month (12) qualifying period, in and of itself, will not be regarded as negating the continuous residence of the individual.
- d. Full-time Employment. "Full-time Employment" means employment consisting on average of at least thirty (30) hours of service per week, or one hundred twenty (120) hours of service per month.
- e. Full-time Student. "Full-time Student" means a student taking the number of credits set by the State Board of Education to constitute a full course load.
- f. Support. "Support" means financial support given to the student during the twelve (12) months preceding the opening date of the term for which resident status is requested, but shall not include educational scholarships or grants provided to the student to attend a postsecondary educational institution. Any student who receives less than fifty percent (50%) support may demonstrate this by showing that the student is not claimed as a dependent by a parent or guardian for income tax purposes.

2. Resident Classification by All Institutions

Any student classified as a resident student for purposes of tuition by one (1) of the institutions shall be considered a resident by all other institutions.

3. Residency Classification Process

All requests for residency reclassification must be submitted by the student to the institution by the 10th day of the term in which reclassification is sought. Each institution shall develop its own procedures to determine the residency status of applicants, disseminate information about the classification process, and determine the documentation required of each applicant to the institution. The institution may require whatever records, documents, or affidavits it deems necessary to classify each applicant correctly. It is the responsibility of the institution to notify the student in a timely manner of the documentation required for the classification process, and it is the responsibility of the student to provide the documentation by the deadline established by the institution. Each student shall be notified in writing of the residency classification decision within fifteen (15) days of such determination being made.

4. Factors for Determining Domicile

The following, if supported by documentation, support a claim of domicile in Idaho.

- a. Tax Returns and Employment. Both of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:
 - i. Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student; and
 - ii. Full-time employment in Idaho.
- b. Multiple Factors. Five (5) of the following factors, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:
 - i. Ownership or leasing of a residence in Idaho.
 - ii. Registration and payment of Idaho taxes or fees, other than sales tax, including registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer, or other item of personal property for which state registration and the payment of state tax or fee is required.
 - iii. Registration to vote for state elected officials in Idaho at a general election.
 - iv. Holding of an Idaho driver's license or state-issued identification card.
 - v. Evidence of the abandonment of a previous domicile.
 - vi. The establishment of accounts with financial institutions in Idaho.
 - vii. Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile. Factors may include, but are not limited to, enrollment of dependent children in Idaho elementary or secondary schools, establishment of acceptance of an offer of permanent employment

for self in Idaho, documented need to care for a relative in Idaho, utility statements, or employment documentation. Multiple factors under this category may be used.

- c. Idaho Elementary and Secondary Students. If a student meets the requirements set forth under Idaho Code, Section 33-3717B(1)(c), that student shall not be required to meet the twelve (12) month requirement for establishing domicile.

5. Independent Students and Domicile

Domicile in the state of Idaho primarily for purposes other than education includes a domicile in Idaho that was established by the student prior to pursuing higher education in Idaho unless the student's Idaho domicile was thereafter interrupted by an intervening change of domicile.

6. Appeals Procedure

Any student who contests the residency classification decision made by the institution may appeal the decision. The student shall be informed of his right to appeal by the institution at the time the student is notified of the residency classification decision. The student must request the appeal in writing and agree to the release of information provided to determine residency to the review body, and comply with deadlines established by the institution for requesting such appeal.

- a. Institution Appeal. The chief executive officer of each institution or his designee shall appoint or cause to be appointed a committee of no less than three (3) no more than five (5) members who represent faculty and administration and who will constitute a residency review committee. Within thirty (30) days following receipt of the student's written request to appeal the residency classification decision, the committee must meet and review the ruling. The student appealing is responsible for presenting such evidence as the committee may request and such other evidence, as the student may deem pertinent to his residency status. The individual responsible for the initial residency classification decision may be present, if requested by the committee, to answer questions from the committee. The student must be notified in writing of the committee's decision. The decision of the committee is final unless the student elects to appeal the decision to the State Board of Education.
- b. Board Appeal. Any student who contests the decision of the residency review committee may appeal to the State Board of Education. In such case, the student must advise the chief executive officer of the institution, in writing, of his request to submit an appeal. The chief executive officer will submit the request to the Office of the State Board of Education for review by the Board or the Board's designated representatives. The decision of the State Board of Education is the final determination and is binding on all parties concerned, subject to the student's statutory right to appeal the final determination to district court.

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SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

December 2017	The Board approved new system-wide performance measures for the institutions focused on outcomes from the CCA Game Changers.
February 2018	The Board approved the State K-20 Education Strategic Plan.
April 2018	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2018	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2018	The Board reviewed and directed staff to make updates to the State K-20 Education Strategic Plan.
February 2019	The Board approved the State K-20 Education Strategic Plan.
April 2019	The Board reviewed the institution, agency and special/health programs strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goals 1 through 4: Institution and agency strategic plans are required to be in alignment with the Board's K-20 Strategic Plan.

BACKGROUND/ DISCUSSION

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

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

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1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educational interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
 - ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - iii. Each objective must include at a minimum one performance measure with a benchmark.
3. Performance measures must be quantifiable indicators of progress.
4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
7. Institutions and agencies may include strategies at their discretion.

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

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At the December 2017 Regular Board meeting the Board discussed and approved new “System-wide Performance Measures.” These system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The system-wide performance measures are required, by the Board, to be reported consistently across institutions. While each institution is required to include the system-wide performance measures in their strategic plans, each institution sets their own benchmarks. The institutional research directors met and discussed the system-wide performance measures and how they could be collected and reported consistently between institutions prior to Board consideration of the measures in 2017.

The system-wide performance measures are:

Timely Degree Completion

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

Remediation Reform

- V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher

Math Pathways

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

Guided Pathways

- VIII. Percent of first-time, full-time freshmen graduating within 100% of time

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

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

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

Additionally, Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agencies strategic plan. Board staff reached out to the Division of Financial Management regarding the requirement for the institutions to include their cybersecurity plans. The Division of Financial Management confirmed that the institutions and agencies were still required to include their cybersecurity plans with their strategic plans. The institutions and agencies have the option of imbedding these plans into their strategic plans or providing them as an addendum to the strategic plan.

IMPACT

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

ATTACHMENTS

Institutions

- Attachment 01 – University of Idaho
- Attachment 02 – Boise State University
- Attachment 03 – Idaho State University
- Attachment 04 – Lewis-Clark State College

Community Colleges

- Attachment 05 – College of Eastern Idaho
- Attachment 06 – College of Southern Idaho
- Attachment 07 – College of Western Idaho
- Attachment 08 – North Idaho College

Agencies

- Attachment 09 – Idaho Division of Career Technical Education
- Attachment 10 – Idaho Division of Vocational Rehabilitation
- Attachment 11 – Idaho Public Television
- Attachment 12 – State Department of Education/Public Schools

Special and Health Programs

- Attachment 13 - TechHelp
- Attachment 14 - Small Business Development Center
- Attachment 15 - Family Medicine Residency of Idaho (Boise)
- Attachment 16 - Family Medicine Residency (ISU)
- Attachment 17 - Idaho Dental Education Program
- Attachment 18 - Idaho Museum of Natural History
- Attachment 19 - Agricultural Research and Extension Services
- Attachment 20 - Forest Utilization Research
- Attachment 21 - Idaho Geological Survey
- Attachment 22 - Idaho - Washington Idaho Montana Utah (WIMU)

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Veterinary Medical Education
Attachment 23 - Idaho - Washington, Wyoming, Alaska, Montana, Idaho
(WWAMI) Medical Education Program

STAFF COMMENTS AND RECOMMENDATIONS

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

At the April 2017 Regular Board meeting the institutions were reminded that the benchmarks (performance targets) needed to be stretch benchmarks that would challenge the institutions and lead to overall improvements

Between the April review and June 2019 Board meeting minor technical and grammatical corrections were made to four of the strategic plans. No substantive changes were made.

BOARD ACTION

I move to approve the FY2020 – FY2025 strategic plans as submitted in Attachments 1 through 23.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



University of Idaho Strategic Plan and Process

20198 - 2023

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted Marchy 20197 for 20198 - 2023

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

GOAL 1: Innovate

Scholarly and creative work with impact

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

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

Performance Measures:

I. Research Expenditures (\$ ~~thousand~~million)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY178 (20176-20187)	Benchmark
95,594 97	97,493 95	102,000 96	109,000 102	105²

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

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Performance Measures:

I. Terminal degrees in given field (PhD, MFA, etc.)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017-2018)	Benchmark
275 290	279 275	236 279	230 285 236	300 ²

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017-2018)	Benchmark
66 65	70 66	102 70	92 70 102	72 ²

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017-2018)	Benchmark
575 (UG) & 574 (GR) 1,149 Total 489 (UG) & 488 (GR) 977 Total	697 (UG) & 463 (GR) 1,160 Total 575 (UG) & 574 (GR) 1149 Total	598 (UG) & 597 (GR) 1,195 Total 697 (UG) & 463 (GR) 1160 Total	765 (UG) & 500 (GR) 1,265 Total 597 (GR) 1195 Total	610 (UG) & 609 (GR) 1,237 Total ²

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017-2018)	Benchmark
66% 74%	63% 67%	65% 66%	61% 68 65%	69% ²

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

Performance Measures

I. Invention Disclosures

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18⁷ (2017-2018)	Benchmark
14 18	18 14	21 18	24 20 21	25 ²

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GOAL 2: Engage

Outreach that inspires innovation and culture

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

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

Performance Measures:

I. Go-On Impact³

FY15 (2014-2015) FY14 (2013-2014) FY15 (2014-2015)	FY16 (2015-2016) FY15 (2014-2015) FY16 (2015-2016)	FY17 (2016-2017) FY16 (2015-2016) FY17 (2016-2017)	FY18⁷ (2017-2018) FY18 ⁷ (2017-2018)	Benchmark
NANA	35%NA	35%35%	40.64035%	45% ⁴

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

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY15 (2014-2015) FY14 (2013-2014) FY15 (2014-2015)	FY16 (2015-2016) FY15 (2014-2015) FY16 (2015-2016)	FY17 (2016-2017) FY16 (2015-2016) FY17 (2016-2017)	FY18⁷ (2017-2018) FY18 ⁷ (2017-2018)	Benchmark
5754	5757	5757	5757	64 ⁴

II. Economic Impact (\$ Billion)

FY15 (2014-2015) FY14 (2013-2014) FY15 (2014-2015)	FY16 (2015-2016) FY15 (2014-2015) FY16 (2015-2016)	FY17 (2016-2017) FY16 (2015-2016) FY17 (2016-2017)	FY17⁸ (2017-2018) FY17 ⁸ (2017-2018)	Benchmark
1.1NA	1.11.1	1.11.1	1.11.1	1.2 ⁴

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

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Performance Measures:

I. Number of Direct UI Extension Contacts

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>359,662</u> 359,622	<u>338,261</u> 338,261	<u>360,258</u> 360,258	<u>405,739</u> 348,000 <u>360,258</u>	359,000 ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>52%</u> NA	<u>52%</u> 52%	<u>52%</u> 52%	<u>52%</u> 56%	58% ⁴

III. Alumni Participation Rate⁵

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>9%</u> 8.5%	<u>10.9%</u> 9%	<u>10%</u> 10.9%	<u>10.3%</u> 10%	10% ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>6,002 / 1,178</u> 5,021 / 1,136	<u>6,754 / 1,178</u> 4,796,002 / 1,178	<u>10,170 / 2,251</u> 6,754 / 1,479	<u>12,004 / 2,755</u> 6,500 / 1,200 <u>10,170 / 2,251</u>	6,700 / 1,250 ⁴

GOAL 3: Transform

Educational experiences that improve lives

Increase our educational impact.

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

Performance Measures:

I. Enrollment

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (2017 6 -2018 7)	Benchmark
<u>11,534</u> 11,834	<u>11,372</u> 11,534	<u>11,780</u> 11,371	<u>12,072</u> 11,780	12,500 ²

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

Performance Measures:

I. Retention – New Students (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
80.1% 77.4%	77.4% 80.1%	81.6% 77.4%	80.8% 82.77%	83% ⁶

II. Retention – Transfer Students (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY178 (20176-20187)	Benchmark
82.8% 82.8%	79.2% 79.2%	83.4% 83.4%	82.4% 77.83%	78% ⁴

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
2,861 1,765 618/123 20% 39% 3047 1886 635/133 20% 30%	2,700 1,687 598/144 20% 42% 2,861 1,765 618/123 20% 39%	2,668 1,651 584/122 20% 30% 2700 1687 598/144 20% 42%	2,487 2,900 2,668 1,570 1,800 543 700 143 130 20 Retired by SBOE% 29 30 Retired by SBOE%	2,950 ² 1,800 ² 750/130 ⁴ 20% ⁴ 45% ⁴

IV. NSSE High Impact Practices

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY187 (20176-20187)	Benchmark
67% NA	67% 67%	67% 67%	73 70 67%	70% ⁴

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
162 / 14% 136 / 12%	151 / 13% 150 / 14%	230 / 18% 151 / 14%	217 153 230 / 19 14 19 %	158 / 14% ⁴

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
Bachelors: 2,017 Bachelors: 2115	Bachelors: 1,865 Bachelors: 2143	Bachelors: 1,852 Bachelors: 2017	Bachelors: 1,798 1865	2,000 ⁴

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
Math 50% ENGL 66% Math 54% ENGL NA	Math 54% ENGL 72% Math 50% ENGL 66%	Math 48% ENGL 70% Math 54% ENGL 72%	Math 59 51% ENGL 69 72%	Math 56% ⁴ ENGL 77% ⁴

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
70.9% 69.6%	68.9% 70.1%	69.7% 68.9%	64.5 63.4%	74% ⁴

* Course meeting the Math general education requirement.

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

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
7,740 3,284	7,493 3,120	7,400 3,174	7,284 37.5% 3,089	40% ⁴

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<u>42.4%</u> 35.7%	<u>41.6%</u> 37.1%	<u>42.9%</u> 36.4%	<u>42.4%</u>	
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- X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. *New Statewide Performance Measure***

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (201 7 6 -201 8 7)	Benchmark
<u>29.1%</u> <u>Cohort 2009-</u> <u>1027.8%</u> <u>Cohort 2008-09</u>	<u>29.7%</u> <u>Cohort 2010-</u> <u>1129.1%</u> <u>Cohort 2009-10</u>	<u>30.1</u> <u>Cohort 2011-</u> <u>1229.7%</u> <u>Cohort 2010-11</u>	<u>34.1</u> 30.1 <u>Cohort 2012-13</u> <u>132</u>	<u>34%</u> ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (201 7 6 -201 8 7)	Benchmark
<u>57.3%</u> <u>Cohort 2009-</u> <u>1057.8%</u> <u>Cohort 2008-09</u>	<u>55.8</u> <u>Cohort 2010-</u> <u>1157.3%</u> <u>Cohort 2009-10</u>	<u>54.5%</u> <u>Cohort 2011-</u> <u>1255.8</u> <u>Cohort 2010-11</u>	<u>59.3</u> 54.5% <u>Cohort 2012-13</u> <u>2</u>	<u>60%</u> ⁴

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (201 7 6 -201 8 7)	Benchmark
<u>163/163</u> 164/164	<u>158/158</u> 163/163	<u>160/160</u> 158/158	<u>Retired by</u> <u>SBOE</u> 160/160	<u>155/155</u> ⁴

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

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

<u>FY15 (2014-2015)</u> FY14 (2013-2014)	<u>FY16 (2015-2016)</u> FY15 (2014-2015)	<u>FY17 (2016-2017)</u> FY16 (2015-2016)	<u>FY187</u> (201 7 6 -201 8 7)	Benchmark
<u>Bachelors:</u> <u>1,765</u> Bachelors: <u>1981</u>	<u>Bachelors:</u> <u>1,687</u> Bachelors: <u>2005</u>	<u>Bachelors:</u> <u>1,651</u> Bachelors: <u>1865</u>	<u>Bachelors:</u> <u>1,570</u> 1758	<u>2000</u> ⁴

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

Performance Measures:

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

FY145 (20143- 20134)	FY165 (20154- 20165)	FY176 (20165- 20176)	FY17FY18 (20176-20187)	Benchmark
7588%/75%	62.575%/87.575%	6287.5%/87.5%	7580%62.5%/75%8087.5%	85%/85% ⁴

GOAL 4: Cultivate

A valued and diverse community

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

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

Performance Measures:

I. Multicultural Student Enrollment (heads)

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY187 (20176- 20187)	Benchmark
2,4152415	2,6052,605	2,6782678	2,7992,9222,678	3,130 ⁸

II. International Student Enrollment (heads)

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY17 (20176- 20187)	Benchmark
712712	766766	664664	717800	950 ⁴

III. Percentage Multicultural a) Faculty and b) Staff

FY15 (2014- 2015) FY14 (2013- 2014)	FY16 (2015- 2016) FY15 (2014- 2015)	FY17 (2016- 2017) FY16 (2015- 2016)	FY187 (20176- 20187)	Benchmark
19% / 11%17%/11%	19%/12%19%/ 12%	19% / 13%19%/13%	22.12019% / 1313%	21% / 14% ⁴

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

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Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
Survey average in the 2 nd group of 5 ^{NA}	Survey average in the 3 rd group of 5 Survey average in the 2 nd group of 5	Survey average in the 3 rd group of 5 Survey average in the 2 nd group of 5	Survey average in the 3 rd 2 nd group of Survey average in the 3 rd group of 5	Survey average in the 3 rd group of 5 ⁹

II. Full-time Staff Turnover Rate

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
17.6% 18.52%	16.91% 17.6%	15.70% 16.91%	17.0% 15.70%	16% ¹⁰

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
\$335 \$323	\$340 \$335	\$355 \$340	\$383 \$355	\$366 ¹¹

II. Efficiency (graduates per \$100K) (System wide metric)

FY15 (2014-2015) FY14 (2013-2014)	FY16 (2015-2016) FY15 (2014-2015)	FY17 (2016-2017) FY16 (2015-2016)	FY18 (2017-2018)	Benchmark
1.19 1.36	1.15 1.20	1.10 1.15	0.97 1.21	1.32 ⁴

Key External Factors

Factors beyond our control that affect achievement of goals

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

Evaluation Process

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

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

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

² This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

³ Measured via survey of newly enrolled students, For students who answered “Yes or No”, “Somewhat No” or “Definitely no” to “In your high school junior year, were you already planning to attend college (UI or other)?” the percent that responded “Yes or No”, “Somewhat Yes” or “Definitely Yes” to “Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?”

⁴ Internally set standard to assure program quality.

⁵ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

⁶ Based on a review of our SBOE peer institutions

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

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

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

¹⁰ Based on HR’s examination of turnover rates of institutions nationally.

¹¹ Established by SBOE.

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Appendix 1

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

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ATTACHMENT 1

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

ATTACHMENT 1

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
Objective C: Improve efficiency, transparency and communication.	✓			

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

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

Metrics for Goal 2 (Engage):

- 1.) **Impact (UI Enrollment that increases the Go-On rate):** The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new

students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

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

Metrics for Goal 3 (Transform):

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>).
- 3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year

retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

- 4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
- 5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
- 6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
- 7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

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

Information Security Overview and Critical Security Controls Assessment Report



Date: March 7, 2019

Status: FINAL

Author: Mitch Parks mitch@uidaho.edu

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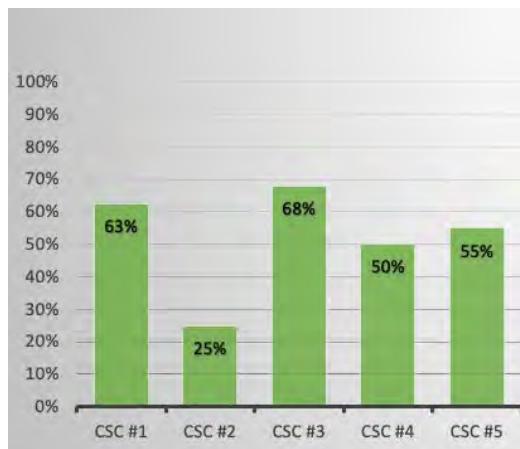
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Executive Summary

In response to the Idaho Governor's Executive Order 2017-02 issued January 16, 2017, UI ITS personnel initiated an assessment of the Center for Internet Security (CIS) Critical Security Controls (CSC) 1-5. This assessment was scored using the AuditScripts initial assessment tool recommended by the State Office of the CIO and acting Chief Information Security Officer, Lance Wyatt. We continue to regularly re-assess our posture against the CSC.

Version 7.0 of the Critical Security Controls was released in early 2018. ITS assessed our status in April 2018 based upon progress implementing controls, and changes in CSC for version 7. That assessment shows an increase from 0.39 to 0.48 (out of 1.0) for overall implementation of the first 5 controls. Between April 2018 and March 2019, our score increased from 0.48 to 0.50.

CSC Version 7 – March 2019



Overall completion for each control combines scoring for policy, implementation, automation and reporting. A 100% score could be achieved by approving the written policy, implementing and automating a control for all systems, and reporting it to the executive level. For some specific controls, 100% implementation will not be desirable or achievable on a university network. Prioritization, scope, and target percentage of specific controls will be assessed and prioritized.

The 2018 IT Security Risk assessment was performed and mitigation tasks were planned. These risks were prioritized according to the IT Security Plan and utilizing the NIST Cybersecurity Framework (CSF). These mitigations include, but were not limited to:

1. Funding was requested and approved through the University Budget and Finance Committee (UBFC) to enhance email filtering technologies. Planning is currently underway and will soon be implemented. **CSF: PROTECT**
2. Funding was requested and approved through the UBFC to find and mitigate sensitive Personally Identifiable Information on university laptops and desktops (data leakage protection, or DLP). This project will kick off later in 2019. **CSF: DETECT**
3. Funding requested through the UBFC to enhance multiple aspects of CSC 1-5, including vulnerability scanning, application whitelisting, security orchestration automation and response, and minimizing

administrator privileges. This was not funded by UBFC, and as a result of the 2018 risk assessment was requested again in 2019. CSF: PROTECT CSF: DETECT

4. Funding requested through the UBFC to implement Network Intrusion Prevention technology, including capability to detect and block malicious activity as a core and fundamental capability. This was not funded and was again requested from UBFC. CSF: PROTECT CSF: DETECT
5. Funding was requested through the UBFC to implement a system to improve our IT Risk Assessment process and ability to cross-reference our various compliance needs across the institution. This has not yet been approved or funded. CSF: IDENTIFY

Risks identified against the updated CSC version 7 baseline will again be prioritized in the 2019 IT Security Risk Assessment and mitigations, where feasible or funded, will be addressed within the FY20 IT Security Plan. This will continue to move us towards our target profile under the NIST Cybersecurity Framework.

Critical Security Controls

Using the AuditScripts tool, the following pages show the overall risk for each control. This assumes that any control not fully implemented has been implicitly, if not explicitly, accepted as a risk. Detailed answers on each control are not provided, but are on file in the ITS Information Security Office.

CSC #1: Inventory and Control of Hardware Assets

Total Implementation of CSC #1



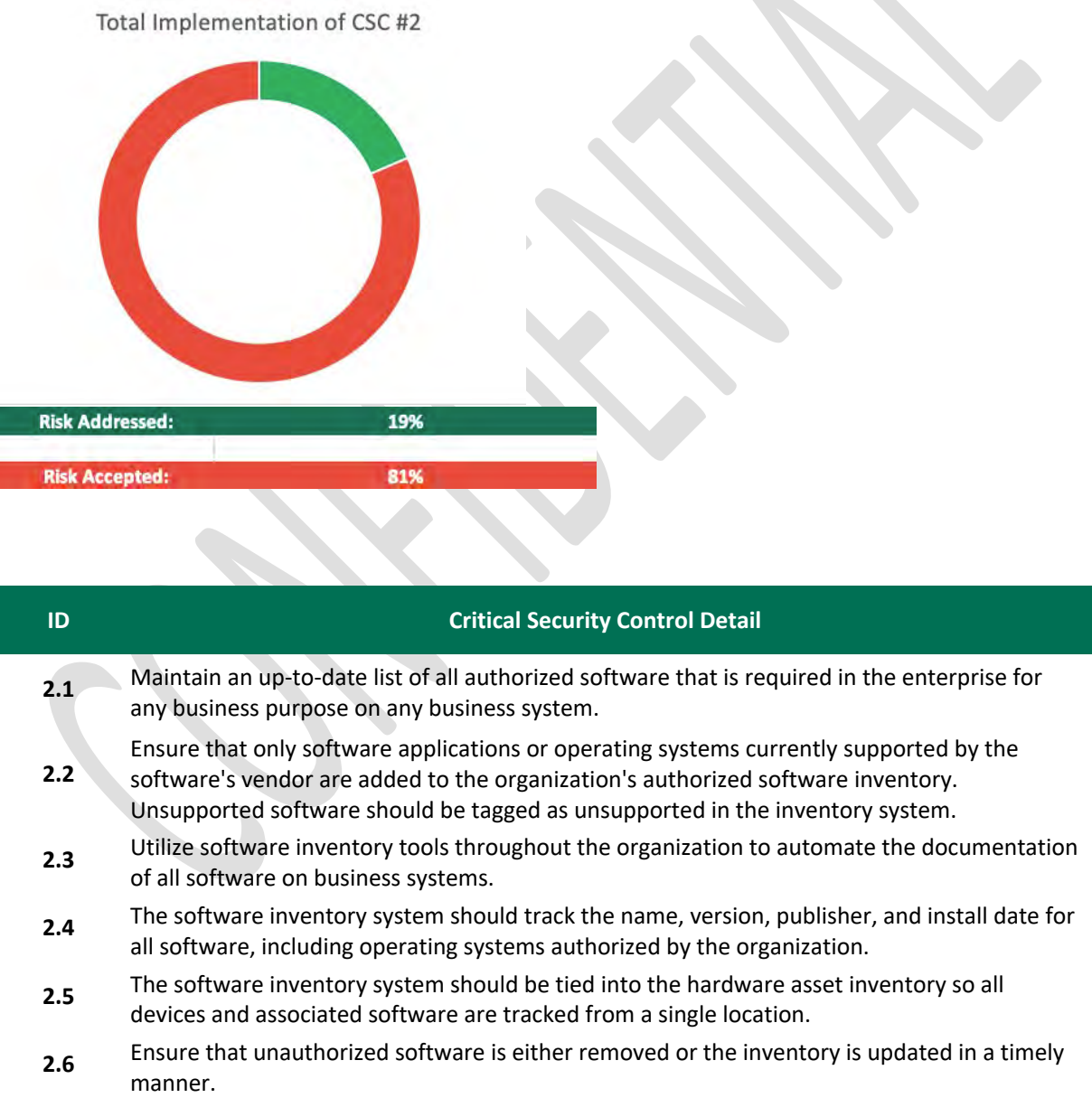
Risk Addressed:	50%
Risk Accepted:	50%

ID	Critical Security Control Detail
1.1	Utilize an active discovery tool to identify devices connected to the organization's network and update the hardware asset inventory.
1.2	Utilize a passive discovery tool to identify devices connected to the organization's network and automatically update the organization's hardware asset inventory.
1.3	Use Dynamic Host Configuration Protocol (DHCP) logging on all DHCP servers or IP address management tools to update the organization's hardware asset inventory.
1.4	Maintain an accurate and up-to-date inventory of all technology assets with the potential to store or process information. This inventory shall include all hardware assets, whether connected to the organization's network or not.
1.5	Ensure that the hardware asset inventory records the network address, hardware address, machine name, data asset owner, and department for each asset and whether the hardware asset has been approved to connect to the network.
1.6	Ensure that unauthorized assets are either removed from the network, quarantined or the inventory is updated in a timely manner.
1.7	Utilize port level access control, following 802.1x standards, to control which devices can authenticate to the network. The authentication system shall be tied into the hardware asset inventory data to ensure only authorized devices can connect to the network.

- 1.8

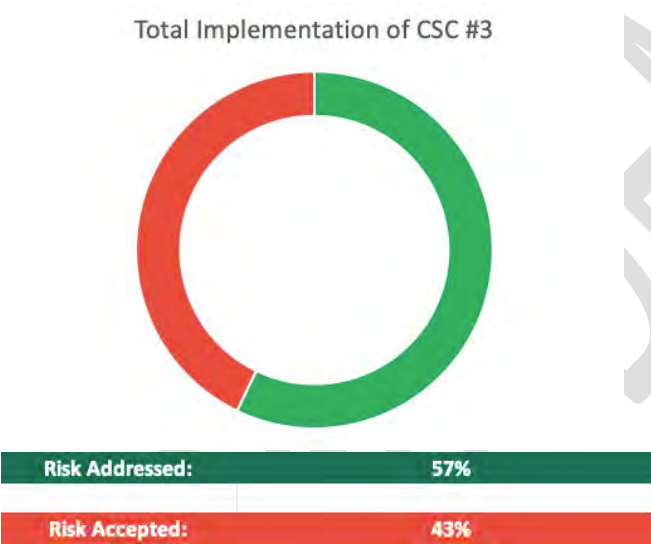
Use client certificates to authenticate hardware assets connecting to the organization's trusted network.

CSC #2: Inventory and Control of Software Assets



- 2.7 Utilize application whitelisting technology on all assets to ensure that only authorized software executes and all unauthorized software is blocked from executing on assets.
- 2.8 The organization's application whitelisting software must ensure that only authorized software libraries (such as *.dll, *.ocx, *.so, etc) are allowed to load into a system process.
- 2.9 The organization's application whitelisting software must ensure that only authorized, digitally signed scripts (such as *.ps1, *.py, macros, etc) are allowed to run on a system.
- 2.10 Physically or logically segregated systems should be used to isolate and run software that is required for business operations but incur higher risk for the organization.

CSC #3: Continuous Vulnerability Management



ID	Critical Security Control Detail
3.1	Utilize an up-to-date SCAP-compliant vulnerability scanning tool to automatically scan all systems on the network on a weekly or more frequent basis to identify all potential vulnerabilities on the organization's systems.
3.2	Perform authenticated vulnerability scanning with agents running locally on each system or with remote scanners that are configured with elevated rights on the system being tested.

- 3.3 Use a dedicated account for authenticated vulnerability scans, which should not be used for any other administrative activities and should be tied to specific machines at specific IP addresses.
- 3.4 Deploy automated software update tools in order to ensure that the operating systems are running the most recent security updates provided by the software vendor.
- 3.5 Deploy automated software update tools in order to ensure that third-party software on all systems is running the most recent security updates provided by the software vendor.
- 3.6 Regularly compare the results from back-to-back vulnerability scans to verify that vulnerabilities have been remediated in a timely manner.
- 3.7 Utilize a risk-rating process to prioritize the remediation of discovered vulnerabilities.

CSC #4: Controlled Use of Administrative Privileges

Total Implementation of CSC #4



Risk Addressed: 34%

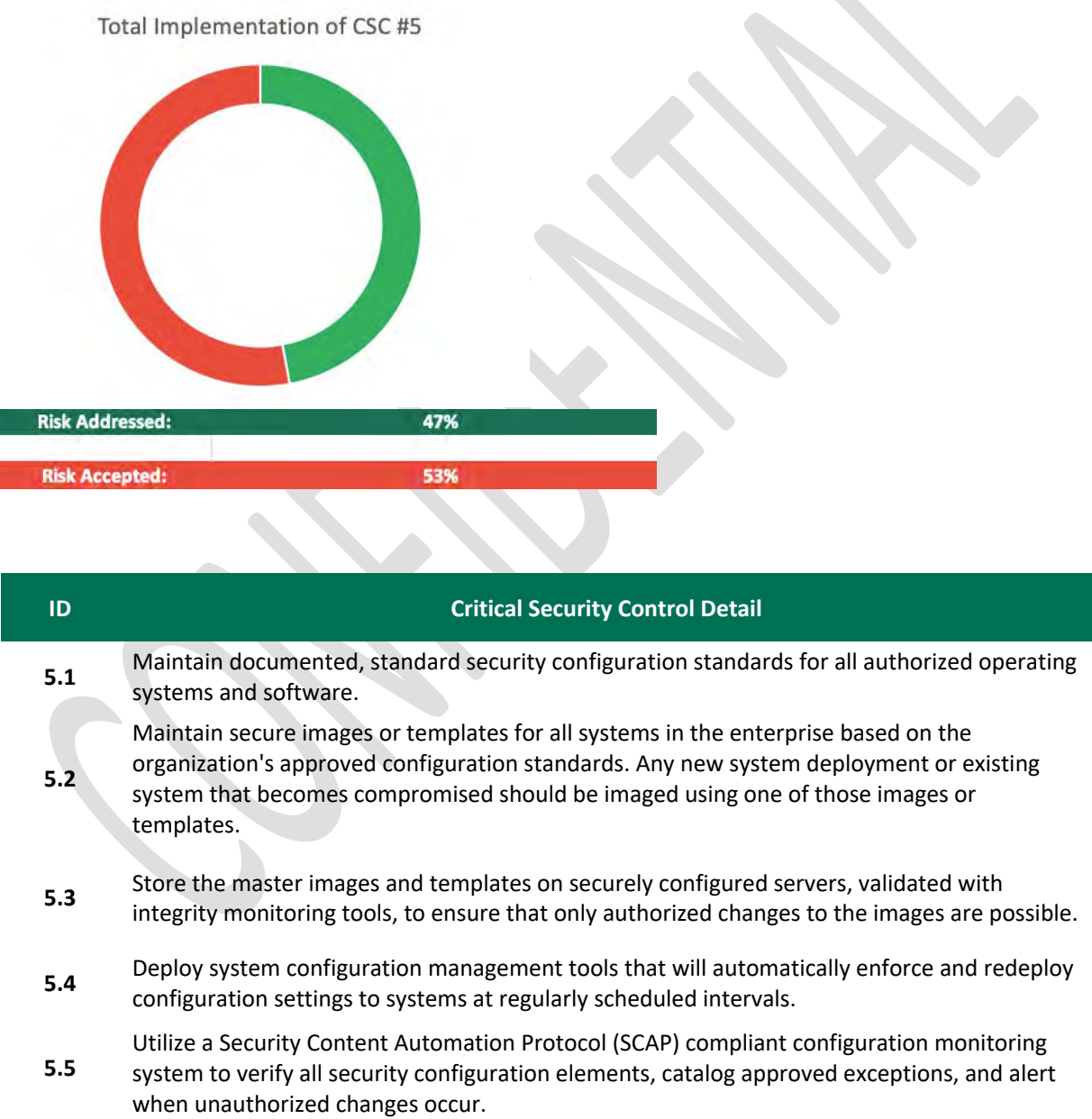
Risk Accepted: 66%

ID	Critical Security Control Detail
4.1	Use automated tools to inventory all administrative accounts, including domain and local accounts, to ensure that only authorized individuals have elevated privileges.
4.2	Before deploying any new asset, change all default passwords to have values consistent with administrative level accounts.
4.3	Ensure that all users with administrative account access use a dedicated or secondary account for elevated activities. This account should only be used for administrative activities and not internet browsing, email, or similar activities.
4.4	Where multi-factor authentication is not supported (such as local administrator, root, or service accounts), accounts will use passwords that are unique to that system.
4.5	Use multi-factor authentication and encrypted channels for all administrative account access.
4.6	Ensure administrators use a dedicated machine for all administrative tasks or tasks requiring administrative access. This machine will be segmented from the organization's primary network and not be allowed Internet access. This machine will not be used for reading e-mail, composing documents, or browsing the Internet.
4.7	Limit access to scripting tools (such as Microsoft PowerShell and Python) to only administrative or development users with the need to access those capabilities.
4.8	Configure systems to issue a log entry and alert when an account is added to or removed from any group assigned administrative privileges.

- 4.9

Configure systems to issue a log entry and alert on unsuccessful logins to an administrative account.

CSC #5: Secure Configuration for Hardware and Software



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Appendix A: References

Tracking of key references useful for this report.

Executive Order 2017-01	Findings of the Idaho Cybersecurity Taskforce	https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf (file missing)
Critical Security Controls	Version 7	https://www.cisecurity.org/controls/
Audit Scripts	Free Assessment Resources	http://www.auditscripts.com/free-resources/critical-security-controls/



BOISE STATE UNIVERSITY

UPDATED FOR FY2019 THROUGH FY2023

MISSION STATEMENT

CORE THEMES

VISION

STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN

MAPPING OF STRATEGIC PLAN TO THE

COMPLETE COLLEGE IDAHO PLAN

KEY EXTERNAL FACTORS

Focus on Effectiveness

Boise State University
Strategic Plan

Mission

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

Vision

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

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at <https://academics.boisestate.edu/planning/core-themes-2/>.

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

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

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

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning*

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
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ATTACHMENT 2

Boise State University Strategic Plan: *Focus on Effectiveness*
Update to OSBE May 2019

experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.

STRATEGIC PLAN GOALS AND OBJECTIVES

NOTE THAT IN THIS DOCUMENT, THE “STRATEGIES” OF BOISE STATE UNIVERSITY’S ORIGINAL PLAN HAVE BEEN CONSOLIDATED INTO “OBJECTIVES” TO MATCH THE TEMPLATE OF THE IDAHO STATE BOARD OF EDUCATION

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

Objective A: Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.

Performance Measures:

NSSE ¹ Indicators: For Freshmen Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
Academic Challenge						
>Higher-order learning	NSSE survey every three years	NSSE survey every three years	99% ² ↔	NSSE survey every three years	100%	105% ³
>Reflective & integrative learning			103%↔		105%	105%
Learning with Peers						
>Collaborative learning			107% ↑		107%	107%
>Discussions with diverse others			101%↔		103%	105%

Objective B: Provide a relevant, impactful educational experience that includes opportunities within and across disciplines for experiential learning.

Performance Measures:

Students participating in internships	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>Number of students with internship credit	996	921	927	Available July 2019	1,000	1,200

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>% of students participating in internships and other applied experiences	NSSE survey every three years	NSSE survey every three years	52.2% ↑	NSSE survey every three years	54%	56%
>% of students participating in research w/faculty members			26.6% ↑		28%	30%

Vertically Integrated Projects ⁴ (VIPs)	FY 2016	FY 2017	FY 2018	FY 2019	Target (“Benchmark”)	
					FY 2020	FY 2024
>Number of students enrolled in VIP credit	61	75	51	181	300	500

¹ “NSSE” refers to the National Survey of Student Engagement (<http://nsse.indiana.edu/>), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is taken by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

² ↔ Indicates that Boise State is statistically the same as peers; ↑ & ↓ indicate statistically higher and lower than peers, respectively.

³ A percentage of 105% indicates that Boise State would score 5% better than peers.

⁴ Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech. Not that not all student participants sign up for credit.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

ATTACHMENT 2

Boise State University Strategic Plan: *Focus on Effectiveness*
Update to OSBE May 2019

>Number of VIP teams	8	8	10	17	25	30
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Objective C: Cultivate intellectual community among students and faculty and facilitate respect for the diversity of human cultures, institutions, and experiences.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Learning with Peers						
>Collaborative learning	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	103% ⇔	<i>NSSE survey every three years</i>	105%	105%
>Discussions with diverse others			98% ⇔		100%	102%
Experiences with faculty						
>Student-faculty interaction			101% ⇔		103%	105%
>Effective teaching practices			99% ⇔		100%	102%

Objective D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Academic Challenge						
>Higher-order learning	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	99% ⇔	<i>NSSE survey every three years</i>	100%	102%
>Reflective & integrative learning			100% ⇔		102%	105%
>Learning strategies			98% ⇔		100%	102%
>Quantitative reasoning			103% ⇔		105%	105%
Learning with Peers						
>Collaborative learning			103% ⇔		105%	105%
Experiences with faculty						
>Effective teaching practices			99% ⇔		100%	102%

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

ATTACHMENT 2

Boise State University Strategic Plan: *Focus on Effectiveness*
Update to OSBE May 2019

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objective A: Design and implement innovative policies and procedures that remove barriers to graduation and facilitate student success.

Performance Measures:

Unduplicated number of graduates (distinct by award level) ⁵	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	127	200	248	Available Sept. 2019	300	400
>Associate	141	114	118		150	150
>Baccalaureate	2,998	3,141	3,196		3,500	4,050
>(SBOE target for baccalaureate graduates ⁶)	(2,843)	(2,986)	(3,130)		(3,416)	
>Graduate Certificate	173	212	241		270	320
>Master's	670	776	917		950	975
>Education Specialist	10	15	16		23	33
>Doctoral	18	36	32		40	50
Total Distinct Graduates	3,916	4,173	4,393		4,800	5,600

First year retention rate ⁷	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 Cohort	Target ("Benchmark")		
	F2019 cohort	F2021 cohort	F2023 cohort				
>Percent of first-time, full-time freshmen retained	78.2%	79.8%	79.5%	Available Oct. 2019	82.0%	83.5%	85.0%
-Resident, Pell-Eligible only							
-Resident, Not Pell-Eligible only	72.7%	72.6%	70.8%		74.0%	76.5%	79.0%
-Non-Resident, Pell-Eligible only	76.1%	76.6%	75.4%		78.0%	80.0%	82.0%
-Non-Resident, Not Pell-Eligible only	76.8%	75.6%	77.3%		80.0%	82.0%	84.0%
>Percent full-time transfers retained or graduated	84.0% ⁷	87.8%	88.2%		89.0%	90.0%	91.0%
	5.4%	73.8%	76.6%		79.0%	81.0%	83.0%

4-year graduation rate ⁸	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Target ("Benchmark")	
	Fall 2016 cohort	Fall 2017 cohort				
> % of first-time, full-time freshmen who graduated	21.1%	25.5%	28.7%	Available Sept. 2019	33%	41%
-Resident, Pell-Eligible only						
-Resident, Not Pell-Eligible only						
-Non-Resident, Pell-Eligible only	10.9%	12.2%	15.3%		20%	33%
-Non-Resident, Not Pell-Eligible only	18.7%	22.9%	24.5%		29%	38%

⁵ SBOE required metric: timely degree completion. Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

⁶ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

⁷ Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

⁸ SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time.

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>% of full-time transfers who graduated	29.2%	31.4%	34.0%		39%	48%
	36.9%	42.7%	46.4%		49%	53%
	47.0%	47.5%	49.7%		51%	53%

6-year graduation rate ⁹	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2018 cohort
> % of first-time, full-time freshmen who graduated	38.7%	43.4%	45.8%		48.0%	54.0%
-Resident, Pell-Eligible only				Available Sept. 2019		
-Resident, Not Pell-Eligible only						
-Non-Resident, Pell-Eligible only	29.3%	30.4%	34.3%		38.0%	46.0%
-Non-Resident, Not Pell-Eligible only	34.2%	43.5%	41.4%		45.0%	51.0%
>% of full-time transfers who graduated	45.6%	44.4%	54.7%		57.0%	61.0%
	58.4%	60.7%	64.0%		65.5%	68.5%
	51.0%	58.3%	57.5%		58.0%	62.0%

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere) ¹⁰	Fall 2010 cohort	Fall 2011 Cohort	Fall 2012 cohort	Fall 2013 cohort	Target ("Benchmark")	
					Fall 2014 cohort	Fall 2017 Cohort
>First-time, full-time Freshman cohort	64%	71%	72%	Available	73%	76%
>Full-time Transfer student cohort	74%	80%	78%	Nov. 2019	78%	80%

Gateway math success of new degree-seeking freshmen ¹¹	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Target ("Benchmark")	
					Fall 2018 Cohort	Fall 2022 Cohort
>% completed within two years	84.40%	87.79%	88.65%	Available Sept. 2019	89%	90%

Progress indicated by credits per year ¹²	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>% of undergraduate degree seeking students with 30 or more credits per year	23.9%	23.9%	23.9%	Available July 2019	25%	28%

⁹ SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time.

¹⁰ The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

¹¹ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking cohorts (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 243) or higher within two years (e.g., students who entered in fall 2015 and completed a gateway math or higher by the end of summer 2017).

¹² SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used. Spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

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Success in credit-bearing course (gateway) after remedial course ¹³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>English	65%	64%	Available	Available	70%	74%
>Mathematics	47%	40%	July 2019	July 2020	50%	50%

Structured Programs ¹⁴	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Programs with a structured schedule	100%	100%	100%	100%	100%	100%

Degrees and Certificates Awarded ¹⁵	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Undergraduate Certificate	127	226	248	Available Sept. 2019	300	400
>Associate	145	116	119		150	150
		3,317	3,373		3,700	4,275
>Baccalaureate	3,174	220	248		270	320
>Graduate Certificate	178	776	917		950	975
>Master's	670	15	16		23	33
>Education Specialist	10	36	32		40	50
>Doctoral	18					

Objective B: Ensure that faculty and staff understand their responsibilities in facilitating student success.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Experiences with faculty			101% ⇄	NSSE survey every three years	103%	105%
>Student-faculty interaction	NSSE survey every three years	NSSE survey every three years	101% ⇄		103%	105%
Campus Environment			90% ↓		95%	100%
>Quality of interactions						
>Supportive environment						

¹³ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 243) (C- or above) within one year of completing the remedial course (e.g., students who took remedial course in fall 2016 and completed a subsequent course by the end of fall 2017). Math remediation defined as Math 025 and English remediation defined as English 101P.

¹⁴ SBOE required metric: structured programs. Percentage of academic degree programs with structured schedules.

¹⁵ SBOE required metric: degree completion. Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

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Objective C: Bring classes to students using advanced technologies and multiple delivery formats.

Performance Measures:

Dual enrollment ¹⁶	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Number of credits produced	15,534	21,519	23,664	Available	30,020	36,485
>Number of students served	3,597	4,857	5,408	July 2019	6,775	8,240

eCampus (Distance Education)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Student Credit Hours	81,178	91,342	108,315	Available	134,320	182,740
>Distinct Students Enrolled	12,106	13,055	14,430	July 2019	16,820	22,880

Goal 3: Gain distinction as a doctoral research university.

Objective A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.

Performance Measures:

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Quality of interaction with academic advisors			99.8%↔		102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	NSSE survey every three years	NSSE survey every three years	100.2%↔	NSSE survey every three years	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103.4%↑		105%	105%

Total Research & Development Expenditures	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Expenditures as reported to the National Science Foundation	\$32.0M	\$34.9 M	\$41.4M	Available Apr 2020	\$44M	\$50M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2011-15	CY 2012-16	CY 2013-17	CY 2014-18	Target ("Benchmark")	
					For CY 2016-20	For CY 2020-24
>Number of peer-reviewed publications by Boise State faculty, staff, students ¹⁷	1,533	1,709	1,957	2,237	2,700	3,500
>Citations of peer-reviewed publications authored Boise State faculty, staff students ¹⁸	11,190	12,684	8,147	10,167	14,000	22,000

¹⁶ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

¹⁷ # of publications over five-year span with Boise State listed as an address for one or more authors; from Web of Science.

¹⁸ Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as an address for at least one author; from Web of Science.

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Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline ¹⁹	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	7.1%	9.6%	18.9%	Available Sept 2019	15%	20%
>\$\$ per grant award for interdisciplinary grants	\$276,604	\$237,338	\$244,317		\$300,000	\$350,000
>\$\$ per grant award for single-discipline grants	\$106,394	\$137,209	\$164,347		\$200,000	\$225,000

Objective B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs with a priority in professional and STEM disciplines.

Performance Measures:

Carnegie Foundation Ranking ²⁰	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Basic Classification	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: Moderate)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

Number of doctoral graduates	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Graduates with PhD, DNP, EdD	18	36	32	Available Sept. 2019	40	50

Goal 4: Align university programs and activities with community needs.

Objective A: Include community impact in the creation and assessment of university programs and activities.

Performance Measures:

Number of graduates in high demand disciplines ²¹ (bachelor's, master's, doctoral)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of graduates	1,510	1,575	1,605	Available Sept. 2019	1,700	1,900

Rate of employment in Idaho one year after graduation ²²	Graduation Year Cohort				Target ("Benchmark")	
	FY 2013 Cohort	FY 2014 Cohort	FY 2015 Cohort	FY 2016 Cohort	FY 2018 Cohort	FY 2022 Cohort
>Idaho residents	81%	80%	Not available	Not available	82%	83%
>Non-residents	45%	41%	available	available	45%	46%

¹⁹ Excludes no-cost extensions. Represents per-grant, not per-person \$\$.

²⁰ Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (definition updated 2019 to D/PU: Doctoral Professional Universities).

²¹ Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of Labor that require at least a bachelor's degree, based on project number of openings 2014-2024.

²² Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf.

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Objective B: Increase student recruitment, retention, and graduation in STEM disciplines.

Performance Measures:

STEM Graduates ²³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	564	671	692	Available Sept. 2019	760	910
STEM degree graduates as % of all degree graduates, bachelor's and above	15.3%	16.9%	16.7%	Available Sept. 2019	17%	17%

Objective C: Collaborate with external partners to increase Idaho student's readiness for and enrollment in higher education.

Performance Measures:

Number of graduates with high impact on Idaho's college completion rate	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Baccalaureate graduates from underrepresented groups ²⁴						
>from rural counties	142	120	124	Available Sept. 2019	165	210
>from ethnic minorities	303	339	359		500	700
Baccalaureate graduates who are Idaho residents	2,350	2,268	2,263	Available Sept. 2019	2,700	3,100
Baccalaureate graduates of non-traditional age (30 and up)	869	867	847	Available Sept. 2019	1,000	1,100
Baccalaureate graduates who began as transfers from Idaho community college ²⁵	384	391	406	Available Sept. 2019	700	1,100

Objective D: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Performance Measures:

Students participating in courses with service-learning component	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,255	1,558	1,452	Available July 2019	1,600	1,800
% of baccalaureate students participating in service-learning course	41%	46%	45%	Available July 2019	50%	55%

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024

²³ STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.


²⁴ Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

²⁵ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

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<p>“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”²⁶</p>	<p>Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.</p>	 The logo is a circular gold seal. In the center is a stylized tree with multiple branches and leaves. The text "Carnegie Foundation" is at the top, "Elective" is in the middle, and "Community Engagement Classification" is at the bottom.	<p>Renewal of Community Engagement Classification in 2025</p>
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²⁶ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc.

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Goal 5: Transform our operations to serve the contemporary mission of the university.

Objective A: Increase organizational effectiveness by reinventing our business practices, simplifying or eliminating policies, investing in faculty and staff, breaking down silos, and using reliable data to inform decision-making.

Performance Measures:

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Quality of interaction with academic advisors			99.8% ↔			
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	NSSE survey every three years	NSSE survey every three years	100.2% ↔	NSSE survey every three years	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103.4% ↑		102%	105%
					105%	105%

Cost of Education ²⁷ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Boise State	\$6,874	\$7,080	\$7,326	\$7,694	Remain less than the WICHE state average	
>WICHE average	\$7,826	\$7,980	\$8,407	\$8,630		
>Boise State as % of WICHE	87.8%	88.7%	87.1%	89.2%		

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
\$ per Resident Undergraduate SCH ²⁸					No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$ (i.e., CPI-adjusted)	\$311.72	\$313.64	\$313.35	Available Dec. 2019		
>Unadjusted	\$314.81	\$322.15	\$329.90			
\$ per Resident Undergraduate & Graduate SCH					No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$	\$280.53	\$281.38	\$279.53	Available Dec. 2019		
>Unadjusted	\$283.31	\$289.01	\$294.29			
\$ per Total Undergraduate SCH ²⁹					No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$	\$266.25	\$266.47	\$263.08	Available Dec. 2019		
>Unadjusted	\$268.89	\$273.70	\$276.98			
\$ per Total Undergraduate & Graduate SCH					No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>In 2015 \$\$	\$247.65	\$247.63	\$244.00	Available Dec. 2019		
>Unadjusted	\$250.11	\$254.35	\$256.89			

²⁷ WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

²⁸ Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc.), Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

²⁹ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules.

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Graduates per FTE	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Baccalaureate graduates per undergraduate FTE ³⁰	21.1	21.7	21.8	Available	22.2	22.8
Baccalaureate graduates per junior/senior FTE ³¹	37.9	41.1	41.2	Sept.	42.5	44.0
Graduate degree graduates per graduate FTE ³²	38.7	43.1	46.8	2019	44.0	45.0

Distinct Graduates per \$100k Expense ³³	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
Distinct baccalaureate graduates per \$100k undergraduate expense				Available	No increase	No increase
>In 2015 \$\$ (i.e., CPI-adjusted)	1.41	1.44	1.45	Jan. 2020	in CPI	in CPI
>Unadjusted	1.40	1.40	1.37		adjusted \$\$	adjusted \$\$
Baccalaureate, masters, and doctoral graduates per \$100k total expense				Available	No increase	No increase
>In 2015 \$\$	1.47	1.53	1.57	Dec.	in CPI	in CPI
>Unadjusted	1.46	1.49	1.49	2019	adjusted \$\$	adjusted \$\$

Objective B: Diversify sources of funding and allocate resources strategically to promote innovation, effectiveness, and responsible risk-taking.

Performance Measures:

Sponsored Projects funding: # of Awards by Purpose	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Research	227	230	239	Available February 2020	250	300
>Instruction/Training	23	29	26		30	35
>Other Sponsored Activities	93	102	103		110	125
>Total	343	361	368		390	460

Sponsored Projects funding: Dollars awarded by purpose	FY 2016	FY 2017	FY 2018	FY 2019	Target ("Benchmark")	
					FY 2020	FY 2024
>Research	\$23.3M	\$30.0M	\$36.8M	Available February 2020	\$38M	\$45M
>Instruction/Training	\$5.9M	\$5.7M	\$6.2M		\$7M	\$10M
>Other Sponsored Activities	\$12.2M	\$14.3M	\$12.9M		\$15M	\$20M
>Total	\$41.4M	\$50.1M	\$56.0M		\$60M	\$75M

Advancement funding	FY	FY	FY	FY	Target ("Benchmark")	
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³⁰ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

³¹ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

³² Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

³³ Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of graduates for summer, fall, and spring terms.

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	2016	2017	2018	2019	FY 2020	FY 2024
>Total gift income (outright gifts and previous pledge payments)	\$23.7 M	\$37.6M	\$33.9M	Available January 2020	\$38M	\$40M
>Total Endowment Value	\$96.7M	\$105.4M	\$114.8M		\$130M	\$150M

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction and improve constituent issues.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

Mapping of Boise State University's Strategic Plan onto The Matrix					
Boise State Strategic Goals→ →	Goal 1: Create a signature, high-quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
↓The Matrix↓					
Matrix: Overall Goal					
Increase the number of Idahoans who have a relevant, high-quality college education	✓	✓	✓	✓	✓
Matrix: Contributing Goals					
<i>Entry into the Pipeline: Access</i>					
1. Increase go-on rate for high school students	✓	✓		✓	
2. Increase return-to-college and completion for adults	✓	✓		✓	
3. Close the gaps for groups under-represented as college graduates		✓		✓	✓
<i>Stay in the Pipeline: Progression and Completion</i>					
4. Increase timely degree completion. Close gaps for underrepresented minorities	✓	✓		✓	✓
5. Increase use of transfer credits		✓			
6. Increase use of competency credits		✓			
7. Ensure the quality and relevance of college education	✓		✓	✓	✓
<i>Deal with Constraints</i>					
8. Increase affordability of college		✓			✓
9. Increase \$\$ efficiencies at institutions; and funding formula		✓			✓

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Boise State University Strategic Goals					
	Goal 1: Create a signature, high- quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
Institution/Agency Goals and Objectives					
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - <i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>					
<u>Objective A: Data Access and Transparency -</u> <i>Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.</i>					✓
<u>Objective B: Alignment and Coordination –</u> <i>Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).</i>		✓		✓	
GOAL 2: EDUCATIONAL ATTAINMENT – <i>Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</i>					
<u>Objective A: Higher Level of Educational Attainment –</u> <i>Increase completion of certificates and degrees through Idaho’s educational system.</i>	✓	✓	✓	✓	

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<u>Objective B: Timely Degree Completion</u> – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).		✓		✓	
<u>Objective C: Access</u> - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.		✓		✓	
GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
<u>Objective A: Workforce Alignment</u> – Prepare students to efficiently and effectively enter and succeed in the workforce.	✓	✓	✓	✓	
<u>Objective B: Medical Education</u> – Deliver relevant education that meets the health care needs of Idaho and the region.	✓	✓	✓	✓	

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Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ ↓Complete College Idaho Strategic Goals↓	<i>Goal 1: Create a signature, high-quality education experience for all students</i>	<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i>	<i>Goal 3: Gain distinction as a doctoral research university</i>	<i>Goal 4: Align university programs and activities with community needs.</i>	<i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i>
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	

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STEM Education			✓	✓	
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Doug Ooley, CISSP

Chief Information Security Officer/Director

IT Governance, Risk, Compliance and Cybersecurity

Office of Information Technology - Boise State University

**March 2019 - NIST Cybersecurity Framework and Critical Security Controls
1-6 Adoption**

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with incorporating the NIST Cybersecurity Framework into current IT Risk Management frameworks and began implementing Critical Security Controls 1- 5 across the University's critical network infrastructure systems.

Progress to Date:

- Assessment for now include CSC 1-6 version 7 as outlined by State ITS department.
- The Higher Education Security Council correlated CSC 1-5 gap assessments from participating Higher Education institutions and presented remediation options and priorities to Higher Ed CIOs for review and planning.
- NIST Cybersecurity Framework (CSF) has been incorporated into existing IT Risk Management frameworks. Framework maturity reports are provided through Third Party Security effectiveness vendor. Current average CSF maturity is graded as a B.
- State has agreed in principle that Higher Ed has a different scope and mission than typical agencies so reporting will be considered informational in required.

Planned Activities thru FY2020:

- Higher Ed CIOs will maintain State Board awareness of CSC and NIST Cybersecurity Framework adoption.
- Assessment updates will be reported when practical and will continue to be used for monitoring overall program improvements and increasing maturity.
- Continued collaboration with Higher Education and State agencies to create a statewide purchasing plan to reduce costs. Significant funding will be necessary to effectively close technology gaps and remains a primary obstacle to adoption.
- Continue to create/update policy, procedures, standards and reporting for Critical Security Controls 1-6 where practical.

Note: Adopting and implementing the Critical Security Controls 1-6 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.

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Idaho State University Strategic Plan: 2020-2024



Idaho State University Strategic Plan: 2020-2024

Focusing on Idaho's Future:

discover OPPORTUNITY

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**Idaho State University
Strategic Plan
2020-2024**

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Vision

ISU will be the university of choice for tomorrow's leaders, creatively connecting ideas, communities, and opportunities.

Goal 1: Grow Enrollment

Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.*

Performance Measures:

1. *Increase new full-time, certificate and degree-seeking undergraduate student enrollment and new full and part-time graduate student enrollment for FYs 18-22 by 20% (450).*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
2,306	2,252	2,282	Not Avail	2,702

Benchmark: Increase by 20% by FY18-22 the number of **new** full-time degree-seeking undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,252) enrollment numbers. ***new** full-time certificate and undergraduate and new full and part-time graduate degree-seeking students

- 1.1 *Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
1,710	1,614	1,658	Not Avail	1,905

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Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,614) enrollment numbers.

1.2 Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
596	638	624	Not Avail	698

Benchmark: Increase new degree-seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

Goal 2: Strengthen Retention

Objective: Improve undergraduate student retention rates by 5% by 2022.

Performance Measures:

2.1 Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
69%	64%	63%	Not Avail.	74%

Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

1.1 Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
30%	31%	31%	Not Avail.	50%

Benchmark Definition: Benchmark set by the SBOE.

1.2 Percent of first-time, full-time, freshmen graduating within 150% of time

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
28%	29%	32%	Not Avail.	40%

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Benchmark Definition: The SBOE set a benchmark of 50%, but this is an unrealistic goal for ISU. ISU identified stretch goal as 40%.

1.3a Total number of certificates of at least one academic year

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
207	200	286	Not Avail.	315

Benchmark Definition: ISU identified its benchmark at 315, a 10% increase over FY 2018 .

1.3b Total number of associate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
378	419	472	Not Avail.	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY 2018 .

1.3c Total number of baccalaureate degrees

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
1,277	1,249	1,166	Not Avail.	1,224

Benchmark Definition: ISU identified its benchmark at 1,116, a 5% increase over FY 2018.

1.4a Total number unduplicated graduates (certificates of at least one academic year)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2018)	FY2025 Benchmark
182	179	266	Not Avail.	292

Benchmark Definition: ISU identified its benchmark at 292, a 10% increase over FY 2018 .

1.4b Total number unduplicated graduates (associate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
358	402	472	Not Avail.	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY 2018.

1.4c Total number unduplicated graduates (baccalaureate degrees)

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
1,196	1,167	1,131	Not Avail.	1,187

Benchmark Definition: ISU identified its benchmark at 1,187, a 5% increase over FY 2018.

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

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
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28%*	Not Avail.	Not Avail.	Not Avail.	Not Applicable
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*In 2016, English became a co-requisite vs. a remediation course

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3. Math Pathways -- Percent of new degree-seeking freshmen completing a gateway math course within two years

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
34%	35%	34%	Not Avail.	40%

Benchmark Definition: ISU identified its benchmark at 40%, a 6% increase over FY 2018.

4. Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	FY2025 Benchmark
11%	13%	14%	Not Avail.	20%

Benchmark Definition: ISU identified its benchmark at 20%, a 6% increase over FY 2018.

Goal 3: Promote ISU's Identity

Objective: Over the next five years, promote ISU's unique identity by **12%** as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures:

3.1 Using a community survey, measure the increase by **12% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.**

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	33%	45%

Benchmark: Increase the **familiarity** of ISU's mission and community contributions by **12%** using 2018 survey data.

3.2 Promote the public's knowledge of ISU through owned and earned media FY 18-22.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
10,237b	5,097b	4,487b	Not Avail.	5,750b

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (10,236 billion (b)) (followers, engagements, circulation views and news media coverage) was a spike because of national and international interest and stories. The new 2022 benchmark of 5,750b was created by averaging FY17 and 18 figures to establish a baseline and based on a new marketing campaign that seeks to achieve a 20% increase.

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Goal 4: Strengthen Communication, Transparency, and Inclusion

Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.

Performance Measures:

4.1 *ISU achieves 60% of each of its strategic objectives at the end of the **AY 2021** assessment period.*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2021
Not Measured	Not Measured	Not Measured	Not avail. until AUG 2020	60%

Benchmark Definition: The completion of ISU's strategic goals using the objectives' AY 2021 data as a benchmark. *This is a new indicator and is not currently measured until the end of FY19. **The date change is a result of the selection of a new president.

4.2 *Internal, formal communication events between the ISU's leadership and the University Community AYs 19-21.*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2021
Not Measured	Not Measured	Not Measured	Not avail. until AUG 2020	TBD

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY19 data as a baseline.

4.3 *Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21*

AY 2016 (2015-2016)	AY 2017 (2016-2017)	AY 2018 (2017-2018)	AY 2019 (2018-2019)	Benchmark 2021
Not Avail.	Not Avail.	Not Avail.	44%	70%

Benchmark: Using data collected from the initial employee experience survey given in September 2018 (Q4:How would you rate overall internal communication at ISU?) to measure the perceived effectiveness (as rated by 4 or 5 stars (755 of 1691)) of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21. The date change is a result of the selection of a new president.

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Goal 5: Enhance Community Partnerships

Objective: By 2022, ISU will establish 100 new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

Performance Measures:

5.1 *The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU's service regions and statewide program responsibilities AYs 18-22.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	1,222 (baseline)	Not Avail.	1,322

Benchmark: The number of new activities that ISU employees and students participate in that produce an increase in new relationships over a five-year period FYs 18-22. This is a new baseline based on FY18 data and a new 2022 benchmark.

5.2 *The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	237 (baseline)	Not Avail.	256

Benchmark: Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; the benchmark increased to 256 due to a change in the data collection method--provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22.

5.3 *The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	369	433	Not Avail.	1,131

Benchmark: Increase the number of new community partnerships that result in internships and clinical positions by a total of 1,131 over a five-year period (FYs 18-22) using FY17's numbers.

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Key External Factors

Funding

Many of Idaho State University strategic goals and objectives assume ongoing and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts is significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources and time and effort to comply directives related to the creation of the Complete College America/Idaho; the 60% Goal; and the additional financial and institutional research reporting requirements.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, continues to refine the revised 2010 standards and associated 7-year review cycle. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore it can greatly influence both education policy, and extramurally funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the

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sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of the funding students have available for higher education, in general, the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU, but the University's leadership believes one of the Board's goals is beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. While, the expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help to produce positive impacts, ISU's current retention rate is 63%. ISU's five-year goal remains 74% even though it may be very difficult to achieve. The University continues to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- As the local economy improves, fewer students will re-enroll in higher education choosing instead to take positions in the workforce that require less education.
- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is due to inadequate funding. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many freshmen at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU is focusing on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
 - New student retention efforts at ISU are being implemented; for example, academic coaches, will take time to make an impact on the overall retention rate.
 - Beginning in Fall 2016, ISU began using the Assessment and Learning in Knowledge Spaces (ALEKS) placement exam as its newest and primary assessment tool for placing students into mathematics classes. It is believed that this new placement exam will do a better job of placing students in the correct

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math courses, thus improving student retention. The effects of this implementation will take time to evaluate. ISU should start seeing the results of this change shortly.

- Momentum Pathways, and its subordinate programs, is a SBOE directed set of programs that is currently underway. Many of the initiatives within Pathways are already being implemented, but the SBOE's emphasis is focusing on implementation timelines. Additional required programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.
- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
 - The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.
- As part of the retention efforts, ISU's Vice President of Student Affairs is heading up a university-wide retention committee that is working with Academic Affairs and other units to identify and address additional issues focusing barriers to student success.

Evaluation Process

Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results. ISU recently purchased an enterprise-based evaluation tool to generate annual reports to better track each objective's improvement based on its annual benchmark to allow leadership, staff, and faculty to view the level of progress achieved.

The Strategic Planning Working Group (SPWG), a team of faculty, staff, students, and community constituents, will meet annually in January to evaluate three factors affecting the progress of each objective.

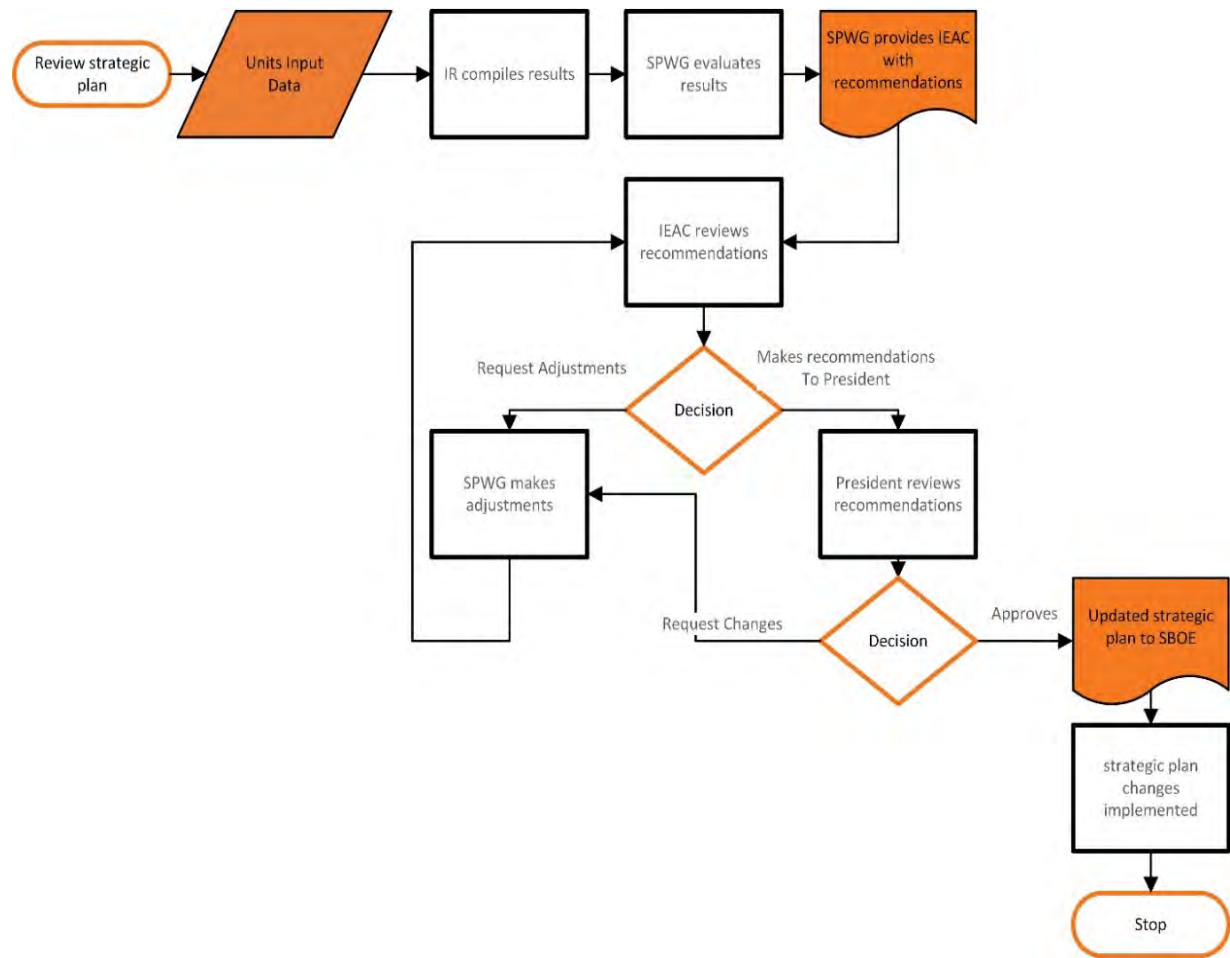
1. If the objective is falling short or exceeding expectations, the SPWG will re-examine the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPWG's original intent for that objective

Upon completion of its analysis, the SPWG will forward its recommendations for consideration to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee. The IEAC will review the SPWG's report and can either request additional information from the SPWG or make its recommendations to the President for changes to the plan. Upon presidential approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval.

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Evaluation Process



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Appendix 1

State Board of Education Goals				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
Idaho State University				
GOAL 1: Grow Enrollment				
<i>Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.</i>			✓	✓
GOAL 2: Strengthen Retention				
<i>Objective: Improve undergraduate student retention rates by 5% by 2022.</i>	✓	✓	✓	
GOAL 3: Promote ISU's Identity				
<i>Objective: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.</i>	✓	✓	✓	✓
GOAL 4: Strengthen Communication, Transparency and Inclusion				
<i>Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.</i>	✓	✓	✓	
GOAL 5: Enhance Community Partnerships				
<i>Objective: By 2022, ISU will establish 100) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.</i>			✓	✓

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Appendix 2

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cybersecurity compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations, and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
✓		

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		



LEWIS-CLARK STATE
COLLEGE



STRATEGIC PLAN: FY 2019-2023

APRIL, 2019 | LEWIS-CLARK STATE COLLEGE



LEWIS-CLARK STATE
— COLLEGE —

Connecting Learning to Life

STRATEGIC PLAN FY 2019-2023



April, 2019

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MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options¹*Performance Measure 1: Number of online and evening/weekend programs.*

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: Based upon current planning processes, LCSC anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 20).

Course Delivery Methods	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
Online ²	New Measure				36		
Benchmark	No Prior Benchmarks					37	42
Evening/ Weekend	New Measure				0		
Benchmark	No Prior Benchmarks					2	6

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY15	FY16	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
% Sections	New Measure				Inventory current number of courses with content in LMS Implement new LMS		
Benchmark	No Prior Benchmarks						100%

¹ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.² List of online programs available here: <http://www.lcsc.edu/degrees?locations=Online>

Objective B: Ensure high quality program outcomes³

Performance Measure 1: Licensing & certification

Definition: The proportion of LCSC test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Professional Degrees	NCLEX Registered Nurse ⁴	LCSC	89%	94%	94%	99%	92% ⁵	Exceed National Average
		Benchmark: Nat'l Ave.	81%	83%	85%	85%	87% ⁵	
		Achievement	MET	MET	MET	MET	MET	
	NCLEX Practical Nurse ⁴	LCSC	100%	94%	100%	100%	Not yet available	Exceed National Average
		Benchmark: Nat'l Ave.	83%	84%	86%	86%		
		Achievement	MET	MET	MET	MET		
	ARRT Radiology	LCSC	100%	90%	100%	95%	Not yet available	Exceed National Average
		Benchmark: Nat'l Ave.	88%	87%	89%	89%		
		Achievement	MET	MET	MET	MET		
	PRAXIS Teacher Education	LCSC ⁶	New Measure	168	168	168	Not yet available	Meet State Average Scores
		Benchmark: State Ave.		168	172	170		
		Nat'l Median		MET	NOT MET	NOT MET		
	ASWB Social Work	LCSC	94%	73%	87%	Not yet available		Exceed National Average
		Benchmark: Nat'l Ave.	78%	77%	78%			

³ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

⁴ Test results for first time test takers reported for April through March.

⁵ Partial year reported

⁶ Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
		Achievement	MET	NOT MET	MET			

Licensing/Certification Exams			FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Workforce Training ⁷	Pharmacy Technician	LCSC	New Program	100%	100%	--% ⁸	Available fall 2019	Exceed National Average
		Benchmark: Nat'l Ave.		57%	58%	58%		
		Achievement		MET	MET	NOT MET		
	Paramedic ⁹	LCSC	Cohorts complete every other year	88%	Cohorts complete every other year	89%	Cohorts complete every other year	Exceed National Average
		Benchmark: Nat'l Ave.		83%		73%		
		Achievement		MET		MET		
	Electrical Apprenticeship Idaho Journeyman	LCSC	83%	90%	90%	100%	Not yet available	Exceed Statewide Average
		Benchmark: State Ave.	69%	67%	79%	77%		
		Achievement	MET	MET	MET	MET		

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative¹⁰

Connecting Learning to Life has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LCSC

⁷ Workforce Training at LCSC also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

⁸ To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

⁹ Written exam results only.

¹⁰ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

education. ‘Connecting’ experiences fall under *applied learning*¹¹ or *experiential learning*¹². Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

Performance Measure 1: Curricular programming of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which “academic” and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY15 -FY18	FY 19 (2018-19)	FY20-22	FY 23 (2022-23)	
Apprenticeships	New Measure	Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates	Report on Gaps	100% of LCSC graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.	
Directed Study					
Field Experiences					
‘Hands-on’ courses					
Internships, Practica & Clinicals		Identify gaps: Programs of study for which grads may not encounter applied or experiential learning	Expand & Implement additional opportunities of <i>Connecting Learning to Life</i>		
Performance Arts					
Service Learning					
Undergraduate Research					

Performance Measure 2: Co-Curricular programming of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program’s curriculum. Examples displayed in the table below.

Benchmark: 100% of LCSC graduates participate in applied &/or experiential learning.

¹¹ Applied learning = hand’s on application of theory.

¹² Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Co- Curricular Applied & Experiential Learning	FY15 -FY18	FY 19 (2018-19)	FY20-22 (2019-20)	FY 23 (2022-23)
Intramural athletics	New Measure	Develop inventory of co-curricular applied & experiential learning Reprioritize/reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Implement co-curricular transcript & tracking software ¹³ . Report on Gaps Expand & Implement additional opportunities of <i>Connecting Learning to Life</i>	100% of LCSC graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Intercollegiate athletics				
Club Sports				
Leadership in clubs or organizations				
Peer mentorship				
Reserve Officer Training Corps (ROTC)/Military Education				
Residence life leadership				
Student government				
LC Work Scholars				
Work study/experience including tutoring				
Study abroad				

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment¹⁴

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of

¹³ Soft launch of tracking software May 2019. Full Implementation Fall 2019. First data expected spring 2020.

¹⁴ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

¹⁵ More information on LCSC's financial modeling of institutional viability and expansion can be found here: <http://www.lcsc.edu/budget/budget-resource-tools/>

10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	398	421	436	479	422	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					429	449

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

Adult Learner (>24) Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	885	760	773	709	631	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					641	671

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).¹⁶

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below¹⁷.

¹⁶ Same definition as that used on the IPEDS Fall Enrollment Survey.

¹⁷ This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

Online Headcount	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
HC	1520	1444	1663	1557	1483	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					1507	1578

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
FTE	214	207	211	173	149	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					151	159

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY15 (Fall '14)	FY16 (Fall '15)	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 23 (Fall '22)
Asotin Co. Resident FTE ¹⁸	192	177	183	164	150	Available Fall '19 Census	Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks					152	160
Nonresident FTE	410	409	395	359	329		
Benchmark:	New Measure – No Prior Benchmarks					334	350

Objective B: Increase credential output¹⁹

Performance Measure 1: Certificates and degrees²⁰

Definition: The unduplicated count of degrees/certificates awarded at each degree-level.²¹

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

¹⁸ Asotin County residents pay a unique tuition & fee rate. More information about tuition & fee as they pertain to residency status available here: <http://www.lcsc.edu/tuition-aid/>

¹⁹ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

²⁰ State Board of Education postsecondary system wide measure.

²¹ Consistent with IPEDS Completions Survey definitions.

²² Goal 2, Objective A, Performance Measure I: "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study".

²³ Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: <https://boardofed.idaho.gov/meetings/board/archive/2018/1219-2018/02WORKSESSION.pdf?cache=1552074006132>

²⁴ Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

Certificates & Degrees	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	25	22	18	21	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				21	21
Associates	202	351	414	425	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				430	455
Baccalaureates	544	541	528	587	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				594	620

Performance Measures 2: Graduates²⁵

Definition: The unduplicated count of graduates by degree-level.²⁶

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²².

Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Certificates	17	18	14	20	Available Summer '19	
Benchmark: Maintain	New Benchmark Methodology				20	20

²⁵ State Board of Education postsecondary system wide measure.

²⁶ Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Graduates	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2022-23)
Associates	152	248	300	410	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				415	433
Baccalaureates	544	541	528	573	Available Summer '19	
Benchmark: +1% annually	New Benchmark Methodology				580	606

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment²⁷

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree²⁸.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

First-Time Full-Time Cohorts	Degree Attained w/in 150% Time	FY15 (2008 Cohort)	FY16 (2009 Cohort)	FY17 (2010 Cohort)	FY18 (2011 Cohort)	FY 19 (2012 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
Entered as Bacc.- Seeking	Bacc.	23%	21%	27%	23%	33%		
	Benchmark: +1% annually	New Benchmark Methodology				24%	25%	29%
	Achievement	No Prior Benchmark				MET		
All First- Time, Full- Time Students	Bacc., Assoc, & Certificates	27%	30%	30%	28%	38%		
	Benchmark: +1% annually	New Benchmark Methodology				29%	30%	34%
	Achievement	No Prior Benchmark				MET		

²⁷ State Board of Education postsecondary system wide measure.

²⁸ One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment²⁹

Definition: The proportion of first-time, full-time entering students who achieved a baccalaureate or associate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

100% Baccalaureate Grad Rate	FY15 (2010 Cohort)	FY16 (2011 Cohort)	FY17 (2012 Cohort)	FY18 (2013 Cohort)	FY 19 (2014 Cohort)	FY 20 (2013 Cohort)	FY 23 (2016 Cohort)
First-Time, Full-Time, Cohort ³⁰	New	10%	18%	21%	18%		
Benchmark: +1% annually	New Benchmark Methodology				22%	23%	27%
Achievement					NOT MET		

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time, full-time, degree-seeking students** who start college in summer or fall terms and re-enroll (or graduate) by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LCSC by the following fall of the subsequent academic year.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student retention is articulated in the table below.

²⁹ State Board of Education postsecondary system wide measure.

³⁰ Not consistent with IPEDS definitions because associates seeking and certificate seeking students included as well as baccalaureate seeking students.

Retention	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
First-Time, Full-Time, Degree- Seeking, Students	57%	58%	57%	63%	Available Feb 2020	
Benchmark: +2% annually ³¹					61%	67%
All Degree- Seeking Students	72%	74%	73%	75%	Available Feb 2020	
Benchmark: +2% annually	New Measurement				77%	83%

Performance Measure 6: 30 to Finish³²

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁵. Based upon financial modeling of campus viability, LCSC would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	26%	23%	25%	38%	Available Summer '19	
Benchmark ³³	New Benchmarking Method				30%	36%

³¹ Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four year average of first-time, full-time, degree-seeking retention (59%).

³² State Board of Education postsecondary system wide measure.

³³ Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four year average of the percent of degree-seeking students who completed 30+ credits per academic year (28%).

Performance Measure 7: Remediation³⁴

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or better.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Remediation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
%	13%	16%	21%	19% ³⁵	Not yet available	
Benchmark	New Benchmarking Method				20%	25%

Performance Measure 8: Math Pathways³⁴

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course³⁶ within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan²². Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²³, necessitating a one percent increase annually²⁴.

Math Pathways	FY15 (Fall 2014-Su 2016)	FY16 (Fall 2015-Su 2017)	FY17 (Fall 2016-Su 2018)	FY18 (Fall 2017-Su 2019)	FY 19 (Fall 2018-Su 2020)	FY 23 (Fall 2022-Su 2024)
%	30%	50%	48%	52% ³⁷	Not yet available	
Benchmark:	New Benchmarking Method				53%	58%

³⁴ State Board of Education postsecondary system wide measure.

³⁵ This measure is still underway and will include spring 2019 “subsequent credit bearing course” grades when terms are complete and grades are available.

³⁶ Gateway math is defined institutionally as Math 123 and above.

³⁷ This measure is still underway and will include spring and summer 2019 gateway math enrollments when terms are complete and grades are available.

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LCSC.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	3471	2887	3345	3563	Available Summer '19	
Benchmark:	New Benchmarking Method				3,600	3,800

Performance Measure 10: Workforce training completion

Definition: Completions of LCSC's Workforce Training courses³⁸.

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Completions	3,213	2680	3,113	3,420	Available Summer '19	
Benchmark: Maintain	93%	93%	93%	96%	94%	94%

³⁸ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming³⁹*Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.*

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LCSC's Center for Teaching & Learning⁴⁰ and those coordinated by the President's Commission on College Diversity⁴¹.

Benchmark: Steady increase in faculty & staff participation.

Faculty Staff Participation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	New Measure				Plan: inventory inclusive programing Implement tracking following year	Benchmark established once baseline inventory and tracking complete.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events designated as community enrichment activities. Examples of inclusive practices programming include many of those offered at LCSC's Center for Arts & History⁴².

Benchmark: Steady increase in community participation.

³⁹ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴⁰ Center for Teaching & Learning, Inclusive Practice Certificate: <http://www.lcsc.edu/teaching-learning/ideas-and-inspiration/inclusive-practices/>

⁴¹ More information on LCSC's diversity statement can be found here: <http://www.lcsc.edu/diversity/diversity-vision/>. More information about events that promote college diversity can be found here: <http://www.lcsc.edu/diversity/>

⁴² Center for Arts & History: <http://www.lcsc.edu/cah/>

Community Participation	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Duplicated Headcount	New Measure				Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming.	Benchmark established once baseline inventory and tracking complete.

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure⁴³

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes.

Revenue Projects ⁴⁴	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Employee Giving Campaign	New Measure				Plan, Implement FY 2020	Impact Measured
Annual Day of Giving	New Measure/Event				Plan, Implement FY 2020	Impact Measured
Events Revenue ⁴⁵	New Measure: Reevaluate current events hosted by LCSC and consider areas of expansion to event capacity.					Plan, Implement FY 2021

⁴³ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴⁴ Project list will grow as additional revenue streams crystalize.

⁴⁵ Within the parameters of State Board of Education Policy I.J., available here: <https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/>

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: \$100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grant Funding	FY15 (2014-15)	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 23 (2021-22)
Federal	\$658,689	\$567,072	\$895,530	\$1,221,834		Institutional Financial Diversification
State & Local ⁴⁶	\$2,136,062	\$2,593,586	\$2,534,164	\$2,671,345		
Private	\$254,428	\$64,370	\$133,075	\$41,565		
Gifts	\$678,335	\$967,320	\$1,174,116	\$3,951,746		
Total	\$3,727,514	\$4,192,348	\$4,736,885	\$7,886,490		
Benchmark: +\$100,000 annually ⁴⁷	New Measure: No Prior Benchmarks				\$5,235,809	

Objective B: Bring all employee compensation up to policy/median benchmarks⁴⁸

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The number of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.

Benchmark: Decrease the number of employees not meeting these benchmarks by 5%, annually.

Benchmarks for employee compensation based upon the number of years in their current position:

- Employees in current position for 6-10 years: All at greater than or equal to 80% of policy/median.

⁴⁶ This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include \$223k in state scholarships and \$625k in opportunity scholarships.

⁴⁷ Benchmark reflects \$100,000 above the baseline, which is the historical four year average of total grant funds (\$5,135,809).

⁴⁸ Consistent with Care Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

- Employees in current position for 11-15 years: All at greater than or equal to 90% of policy/median.
- Employees in current position for 16 years or more: All at 100% of policy/median.

Compensation	FY16 (2015-16)	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 23 (2022-23)
# of staff not meeting compensation benchmarks	New Measure			200		Bring all employees to benchmarks outlined above
Benchmark: +5% annually	No Prior Benchmarks				180	

Key External and Internal Factors

The following assumptions about external and internal factors will impact the institution as the 2019-2023 Strategic Plan is implemented.

Lewis-Clark State College...

1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
3. Has established the near-term goal to serve 3,000 FTE, in an environment where unemployment is low, the number of regional high school graduates is declining, and the Idaho “go-on” rate is less than 50%
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
5. Will play an active role in fulfilling the recommendations derived from:
 - a. The Governor’s 2017 Higher Education and Workforce Development taskforce.
 - b. Huron consulting report released in the fall of 2018.
6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
7. Will continue to recruit diverse faculty, staff and students.
8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
9. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.

10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
11. Will advocate for increased state funding in support of LCSC's mission, core themes, and strategic goals.

Evaluation Process

LCSC's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives have been rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan 2019-2023 is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LCSC's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

Addendum: Cyber Security

National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LCSC to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a “gap analysis” of LCSC’s security posture relative to all twenty CIS Controls. CompuNet’s report was delivered to LCSC on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor’s executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho’s Office of the CIO. Mr. Wyatt described the statewide process, where:
 - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
 - Each agency would document its self-discovery in a data repository provided by the state.
 - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
 - At the end of the self-assessment process, agencies would collaborate on cybersecurity product selection that will aid in managing the first five CIS controls
 - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor’s deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state’s cyber-security meetings during 2017 and 2018.
- LCSC has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state’s Sharepoint repository designed for collecting these data.
- Based on the Department of Administration’s gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor’s original executive order:
 - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
 - Instead of limiting the self-study to the five controls listed in the governor’s executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
- Lewis-Clark State College’s administration committed the college to the acquisition of suitable hardware - and implement appropriate processes - that combine to minimize

cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.

- As of February 2019, LCSC has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15 and 16 is due by the end of the month, and Controls 19 and 20 are due in April.

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for *"All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities."*

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- As of February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, to be completed by April 2019.

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for *"The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees."*

In December 2017, LCSC's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

Version 7: a prioritized set of actions to protect your organization and data from known cyber attack vectors.

Basic:

Foundational:

Organizational:

Basic

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Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to Life</i> initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives			
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			



College of Eastern Idaho
Strategic Plan 2018-2022

March 14, 2019



FY 2018-2022

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

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

State Metrics:

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage	9%	13%	12%	8%	>10%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Grad Rate %150 IPEDS	57%	56%	53%	54%	>60%

- III. Total number of certificates/degrees produced, broken out by:

- a) Certificates of at least one academic year
b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Certificates	120	120	109	120	>120
Associate Degrees	97	118	121	93	>130

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IV. Number of unduplicated graduates, broken out by:

- a) Certificates of at least one academic year
- b) Associate degrees

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Completers of Certificates	120	120	109	120	>120
Completers of Degrees	97	117	121	93	>130

Reform Remediation

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

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	47%	47%	40%	28%	>45%

Math Pathways

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Students	26%	30%	29%	24%	>31%

Guided Pathways

- VII. Percent of first-time, full-time freshmen graduating within 100% of time

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Completers 100%	40%	30%	37%	46%	>40%

GOAL 1: A Well-Educated Citizenry¹

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue their education with articulation agreements with universities.

Objective A: Access

Performance Measures:

- I. Annual number of students who have state funded or foundation funded scholarship:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
State Funded	2	4	15	44	>45
Foundation Funded	266	296	227	246	>350

- II. Percentage of high school students who enroll in CEI programs during the first year after graduation:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	16%	18%	27%	N/A	>25%

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III. Total degree and certificate production and headcount:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Degrees/Certificates	217	239	228	213	>260
Completers	216	237	226	211	>245

Objective B: Adult Learner Re-Integration
Performance Measures:

- I. Number of students enrolled in GED who are Idaho residents
- II. Number of students who complete their GED
- III. Number of students who go on to post-secondary education⁵

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Enrolled	273	242	N/A	458	>300
Completed	21	18	N/A	40	>30
Went On	77	141	N/A	N/A	>200

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness
Performance Measures:

- I. Number of graduates who found employment in their area of training
- II. Number of graduates who are continuing their education
- III. Number of graduates who found employment in related fields

Grad by FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
I. Employed In training area	177	195	195	N/A	>225
II. Continuing education	24	35	38	N/A	>50
III. Employed in related field	136	141	176	N/A	>175

IV. Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
TSA Pass Percentage	96%	89%	92.6%	83.48%	96%

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GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.⁴

Performance measures:

- I. Number of workforce training courses created to meet industry needs:

	FY 2017	FY 2018	Benchmark
WFT Courses	359	442	>440
Customized Training Courses	2,328	3,444	>4,000
Headcount	10,549	14,824	>16,000

GOAL 4: Effective and Efficient Educational System¹

Objective A: High school senior who choose CEI as their first choice to higher education.

Performance Measures:

- I. Total fall enrollment students that are retained or graduate in the following fall:

FA	FA 2014	FA 2015	FA 2016	FY 2017	Benchmark
Grad or still enrolled	430	440	463	N/A	>480

- II. Number of high school students who took a remediation for Math or English:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Number of Students entering within one year of HS and ever taking a remedial course	57	55	56	N/A	<40

- III. Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Cost per Credit Hour	\$ 730	\$ 710	\$ 790	\$ 829	\$ <700

- IV. Number of students who successfully articulate another institution to further their education:

*FY	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Number Continuing On	148	84	55	N/A	>200

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GOAL 5: Student Centered¹²

Objective A: CEI faculty provides effective and student centered instruction.

Performance Measures:

- I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.33	0.59	N/A	0.82	<0.25
PEERS	0.6	0.67	N/A	0.64	N/A

- II. Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
FTFT Fall-to-Fall Retention	68%	69%	54%	N/A	>74%

- III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.65	0.68	N/A	0.76	>0.78
PEERS	1.01	0.75	N/A	0.73	N/A

- IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey):

	FY 2016	FY 2017	FY 2018	Benchmark
Financial Aid	94%	94%	N/A	98%
Admissions	83%	94%	N/A	98%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

- I. Tutoring contact hours to support student needs:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Hours	4	5.76	8.5	9.3	>9.5

Objective C: CEI library services meets the expectation of students.

Performance Measures:

- I. Library services meet the expectations of students. Gap per Noel Levitz Annual Survey:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
CEI	0.38	0.19	N/A	0.09	>.15
PEERS	0.49	0.22	N/A	0.22	N/A

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Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

- I. Number of applicants/students receiving CND services:

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark
Clients Served	258	273	266	301	>300

GOAL 6: Cyber Awareness³

Objective A: Regular Training

- I. CEI will establish a policy to provide regular training to all faculty and staff on best practices for cybersecurity protection using the DHR's recommendation and requirements.
- II. Annual number of trained faculty and staff.
- III. Benchmark to be 100% in 1 year.

Objective B: Specific Training for Super Users

- I. CEI will identify and track employees with elevated privileges and ensure that training meets their elevated status as a user and provide advanced training.
- II. Annual number of advanced users will be identified and trained.
- III. Benchmark to be 100% in 1 year.

Objective C: Monthly Awareness Emails

- I. CEI will send out monthly emails to inform employees on new cyber threats and hacking strategies. This will also include "best practices" for computer users.
- II. Benchmark to be monthly record of sent email.

Objective D: Policy Statement to be Signed by all Employees

- I. CEI will compose a policy for computer use on and off campus that relate to CEI activities and concerns. Employees will receive a copy of the policy each year when they sign their contracts.
- II. Benchmark to be 100% for all employees.

Key External Factors

Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the “go on” rate in Idaho and working with the local high schools to recruit students.

Evaluation Process

CEI is in the process of implanting a more thorough process for evaluation of its measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. Planning is the section of determining how new initiatives can be implemented. Do is the implementation and step for enacting the changes derived from the previous cycle. Study is one of the most intricate steps, it is called the Mission Fulfillment Report (MFR) cycle which encompasses the gathering and assessment of data from all institutional levels. Finally, the action step is where budgets, informed from the assessment, allows for allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

CEI IMPROVEMENT CYCLE

Mission Fulfillment Process

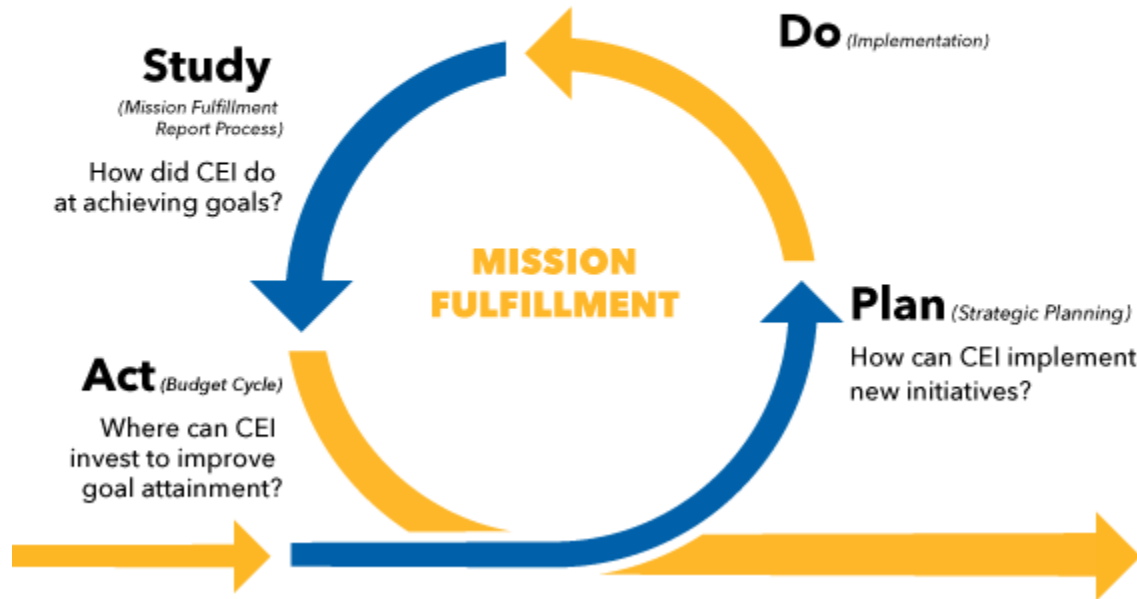


Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

¹N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.

²In FY 2017 CEI transitioned the administration of the Noel Levitz survey from a fall to spring term resulting in the laps of reportable date for that period.

³Currently CEI is collecting data beginning from fall of 2018 that will be available for reporting by fall of 2019

⁴CEI has adjusted this measure. It has changed from misc. course to a more meaningful customized trainings and included WFT headcount.

⁵Due to updates in the ABE system table 5 has not been functional since 2016 resulting in data being unavailable for the students who continued on.

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	State Board of Education Goals		
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
CEI Goals and Objectives			
GOAL 1: A Well Educated Citizenry			
Objective A: Access	X	X	X
Objective B: Adult Learner Re-Integration	X	X	X
GOAL 2: Innovation and Economic Development			
Objective A: Workforce Readiness			X
GOAL 3: Data-Informed Decision Making			
Objective A: Number of industry recommendations incorporated into career technical curriculum.			X
GOAL 4: Effective and Efficient Educational System			
Objective A: High school senior who choose CEI as their first choice to higher education.	X	X	
GOAL 5: Student Centered			
Objective A: CEI faculty provides effective and student centered instruction.	X	X	X
GOAL 6: Cyber Awareness			
Objective A: Regular Training	X		
Objective B: Specific Training for Super Users	X		
Objective C: Monthly Awareness Emails			
Objective D: Policy Statement to be Signed by all Employees	X		X



COLLEGE OF SOUTHERN IDAHO

~~2018-2022~~2019-2023
STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

DEFINITIONS OF MISSION TERMS

"Provide quality...opportunities that meet...the diverse needs": This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators and benchmarks established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.

"Educational": Relating to activities typically encompassed by teaching and learning.

"Social": Relating to the welfare of human beings as members of society.

"Cultural": Relating to the customs, traditions, and values of a society.

"Economic": Relating to economic development and economic welfare.

"Workforce Development": Relating to the training of a qualified workforce.

"Communities we serve": The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.

DEFINITIONS OF PLAN TERMS

Goal/Core Themes: Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.

Objectives: Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.

Performance Measures: Quantitative or qualitative indicators used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.

Critical Success Activity: A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.

Benchmarks: Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.

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GOAL/CORE THEME 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the communities we serve

Performance Measure:

- I. The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.¹

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measure:

- I. The College of Southern Idaho's mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as the Southern Idaho Economic Development Council (SIEDO), Jerome 20/20, Business Plus, Region IV Development (RIVDA), and Sun Valley Economic Development (SVED), among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.¹

Objective C: Meet the workforce needs of the communities we serve

Performance Measures:

- I. Total Unduplicated Headcount of Workforce Training Completers and Total Course Completions (Sources: State Workforce Training Report and Internal Reporting)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
1,618 Headcount 4,319 Completions	1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	2,266 Headcount 7,531 Completions	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry ² (by 2020)

- II. Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50% (422/834)	54% (413/759)	51% (370/723)	60% (424/707)	62%

Benchmark: 62% ³ (by 2020)

- III. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

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FY14 (2014-2015)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
93%	97%	93%	96%	95%

Benchmark: Maintain placement at or above the average for the previous four years (95%) ⁴ (by 2020)

GOAL/CORE THEME 2: STUDENT SUCCESS

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in post-secondary education

Performance Measures:

I. Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
10,686	10,912	12,091	12,675	2% increase

Benchmark: 2% increase ⁵ (by 2020)

II. Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
4,153.70	3,956.55	3942.67	3,971	1% increase

Benchmark: 1% increase ⁶ (by 2020)

III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	32,814 credits 6,360 headcount	None

Benchmark: NA ⁷ (by 2020)

IV. Tuition and Fees (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$120 (-10.2%)	\$130 (-4.8%)	\$130 (-4.5%)	\$140 (+2.5%)	Maintain tuition at +/- 5% of average of other Idaho community colleges

Benchmark: Maintain tuition at +/- 5% of average of other Idaho community colleges ⁸ (by FY2020)

V. Hispanic/Latino Enrollment (Source: College of Southern Idaho)

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
21%	21%	23%	24%	25%

Benchmark: 25% ⁹ (by FY2020)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

I. Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
87%	90%	90%	93%	90%

Benchmark: 90% ¹⁰ (by FY2020)

Critical Success Activity:

- ~~Fully develop a 3-5 year comprehensive faculty and instructional improvement and~~ Continue implementation of the Center for Instructional Excellence instructional and professional development ~~plan~~ programs:

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- ~~Develop qualification protocol for online instruction and pilot implementation~~ Measuring the success of these programs, analyze data, and identify and implement changes.
- ~~Develop and expand the Effective Teaching Academy~~
- Continue implementation of adjunct and dual-credit early college professional development programs
 - Measuring the success of these programs, analyze data, and identify and implement changes.

Objective C: Support student progress toward achievement of educational goals

Performance Measures:

- I. Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57%	60%	56%	56%	61%
(382/672)	(366/606)	(350/629)	(341/605)	
Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 61% ¹¹ (by FY2020)

- II. Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability [Main Cohort])

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
67%	72%	72%	70%	73%
(1,093/1,638)	(1,184/1,653)	(1,123/1,569)	(1,002/1,429)	
Fall 2012	Fall 2013	Fall 2014	Fall 2014	
Cohort	Cohort	Cohort	Cohort	

Benchmark: 73% ¹² (by FY2020)

- III. Number of associate degrees and /certificates of one year or more produced annually (Source: IPEDS Completions) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
179 Certificates	192 Certificates	151 Certificates	154 Certificates	None
845 Degrees	919 Degrees	817 Degrees	800 Degrees	

Benchmark: NA ¹³

- IV. Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
176 Certificates	189 Certificates	148 Certificates	152 Certificates	None
763 Degrees	853 Degrees	774 Degrees	736 Degrees	

Benchmark: NA ¹³

- IV.V. Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
25%	30%	30%	33%	31%
(970/3,860)	(1,035/3,454)	(951/3,184)	(958/2949)	

Benchmark: 31% ¹⁴ (by FY2020)

- ~~Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C- or higher within one year of remedial enrollment~~ (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
38%	53%	54%	0%	TBD

Benchmark: TBD₁₅ (by FY2019)

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VI. Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (238/1,200)	24% (260/1,078)	32% (261/829)	33% (271/835)	35%

Benchmark: 35%¹⁵ (by FY2020)

VII. Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
33% (138/415)	51% (168/331)	72% (232/324)	70% (215/309)	72%

Benchmark: 72%¹⁵ (by FY2020)

VI.VIII. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *New-Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27% (648/2,420)	27% (567/2,097)	29% (561/1,937)	37% (614/1,795)	40%

Benchmark: 40%¹⁶ (by FY2020)

VI.IX. Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *New-Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
8% (473/6,188)	8% (453/5,621)	8% (436/5,161)	10% (472/4,618)	11%

Benchmark: 11%¹⁷ (by FY2020)

VI.X. Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability; Credential Seeking Cohort)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34% 324/968 (Fall 2012 Cohort)	58% 813/1,395 (Fall 2013 Cohort)	60% 609/1,023 (Fall 2014 Cohort)	62% 594/962 (Fall 2015 Cohort)	63%

Benchmark: 63%¹⁸ (by FY2020)

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

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
20% (191/976) Fall 2012 Cohort	22% (181/843) Fall 2013 Cohort	27% (178/672) Fall 2014 Cohort	27% (161/606) Fall 2015 Cohort	28%

Benchmark: 28%¹⁹ (by FY2020)

VI.XII. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) *New Statewide Performance Measure*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	13% (88/672) Fall 2014 Cohort	15% (88/606) Fall 2015 Cohort	16%

Benchmark: 16%²⁰ (by FY2020)

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~~XI.XIII.~~ Percentage of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years (Source: Voluntary Framework of Accountability [Credential Seeking Cohort])

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
58%	60%	61%	60%	
525/906	842/1,395	(838/1,372)	(816/1,370)	62%
Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	

Benchmark: 62% ²¹ (by FY2020)

~~Number of programs offering structured schedules (Source: CSI Advising Materials) New Statewide Performance Measure~~

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	
				100%

Benchmark: TBD ²² (by FY2019)

~~XIII.XIV.~~ Median credits earned at graduation (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
77	75	73	71	69

Benchmark: 70 ²² (by FY2020)

~~XIV.XV.~~ Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
97%	98%	97%	96%	95%

Benchmark: 95% ²³ (by FY2020)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures:

~~Critical Success Activity: Finalize assessment of General Education program student learning outcomes; gather and interpret data~~
Critical Success Activity: ~~Initial-Continue~~ implementation of General Education Program Student Learning Outcomes Plan with ~~100~~90% participation at the course level
Benchmark: ~~100~~90% compliance ²⁴ (~~FY2019~~FY2020)

~~Critical Success Activity: Finalize program level student learning outcome assessment for all programs; gather and interpret data~~
Critical Success Activity: ~~Initial-Continue~~ implementation of Program Level Student Learning Outcomes Plan with 100% participation of programs
Benchmark: 100% compliance ²⁵ (~~FY2019~~FY2020)

Objective E: Offer opportunities for student engagement that go beyond the classroom

Performance Measures:

I. Participation in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
23%	29%	27%	28%	30%

Benchmark: 30% ²⁶ (by FY2021)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

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Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures:

I. Chronicle of Higher Education Great Colleges to Work For Survey

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NANA	NANA	NANA	64%	70%

Benchmark: ~~TBD~~-70%²⁷ (by FY2023)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Performance Measures:

III. Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 (including non-resident) plus CTE credits weighted at 1.0)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	\$ 277.30 (\$50,266,494/ 181,270)	\$262.36 (\$44,004,146/ 167,724)	\$306.37 (\$48,285,971/ 157,609)	Less than \$300

Benchmark: ~~Less than \$300~~²⁸ (by FY2019)

XXV. Unduplicated headcount of all undergraduate degrees and certificates divided by \$100,000 of spending in IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1,916 (963/\$502.66)	2,204 (970/\$440.04)	2,143 (1,035/\$482.86)	2.3

Benchmark: ~~2.3~~²⁸ (by FY2019)

XLIII.I. Institutional reserves equal to three months of general fund budget. (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
17.2%	22.5%	27.3%	32.8%	25%

Benchmark: 25%²⁸ (by FY2020)

II. Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	2.91	2.62	3.66	2.5-5.0

Benchmark: ~~2.5-5.0~~²⁹ (by FY2020)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I. Total Dollar Amount Awarded to Students by the CSI Foundation

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$1.78 million	\$1.76 million	\$1.69 million	\$2.11 million	\$2.17 million

Benchmark: \$2.17 million (a 3% increase over the previous year)³⁰ (by FY2020)

Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: This measure is under development

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I. Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity

Benchmark: TBD ³¹ (To be established in 2020)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

¹The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Our performance in strengthening our community and supporting economic development is tied to the College's support and involvement in numerous events, activities, projects, and agencies throughout our service region. These are constantly evaluated through interaction with our constituents at the individual program level. These self-assessments and evaluations provide information used for on-going improvement through our annual strategic planning review and revision cycle. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

²The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Workforce enrollment fluctuates significantly based upon economic conditions outside of the College's control. Annually, CSI expects to meet all workforce training request made by industry partners. Further, the College is continually seeking new avenues for workforce training that will benefit the communities we serve. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

³CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that, as a full-time student it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we are targeting a 62% completion rate each year for our CTE students.

⁴This benchmark has been established based upon an average of the past four years of placement. While the current benchmark is below the most recent annual placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

⁵A 2% annual growth rate in headcount meets institutional targets.

⁶A 1% annual growth rate in full-time equivalency meets institutional targets.

⁷The college has chosen to treat this as an observable benchmark, rather than a measurable benchmark. While it is critical that the college track this method of student access, setting a measurable goal is not appropriate at this time.

⁸This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students.

⁹This benchmark reflects the estimated Hispanic/Latino population in the College's eight county service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. (The sum of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12] at the institution.)

¹⁰Ninety percent is a reasonable target considering that comparison schools have averaged 85% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

Source Note: The *Community College Survey of Student Engagement* (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the current assessment period.

¹¹The 61% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

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¹² The 73% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹³ Because degree completion is directly tied to enrollment, the college has not chosen to set a benchmark for this metric. Metric 2.C.IV (see footnote #14) examines completion in relation to enrollment and is benchmarked. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹⁴ The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

¹⁵ The College is working to move students initially placed into remediation into successful college level course completion as quickly as possible. These stretch benchmarks reflect a focus on continuous improvement in these areas. These benchmarks also recognize Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁶ In recognition of data showing that math can be a significant barrier to student success, the college is working to get students through their college gateway math class as soon as possible in their college experience. This stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁷ In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not, the college is working to encourage students to enroll in 30 or more credits per year. This stretch benchmark reflects a focus on continuous improvement in this area. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁸ The 63% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

¹⁹ The 28% benchmark has been established in light of the recent positive trends in this area along with several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

²⁰ While the IPEDS 100% of time to completion metric is unrealistic for most community college students given their part-time enrollment patterns, the College has set a benchmark to improve this percentage to 16%. The college also measures and benchmarks completion-based metric 2.C.XI (see footnote 21) which is tied to the VFA Six Year Completion rate. This benchmark also recognizes Goal 2, Objective A of the Idaho State Board of Education Strategic Plan.

²¹ The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric.

²² The College is working to reduce the number of credits earned at graduation by students who began their college career at CSI and are 23 or younger to 70 or fewer. Students over 23 are often returning to school after earning credits at an earlier point in time. Those past credits often inflate the final total of credits at graduation. This benchmark also recognizes Goal 2, Objective B of the Idaho State Board of Education Strategic Plan.

²³ CSI consistently receives scores above 95% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

²⁴ The college is fully implementing a new program of General Education Student Learning Outcomes Assessment process after a pilot year. The current benchmark is set to ensure that at least 90% of courses at the college participate in the process this year. We will work to increase this percentage in the future.

²⁵ The college is fully implementing a new program of Program Level Student Learning Outcomes Assessment after a pilot year. The current benchmark is set to ensure that 100% of instructional programs at the college participate in the process this year.

²⁶ Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc." This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 22% on this metric in the most current assessment year.

²⁷ CSI will participate in the Chronicle of Higher Education's *Great Colleges to Work For* survey for the second consecutive year in the spring of 2019. The College will work to improve its aggregate satisfaction score to 70% by 2023.

²⁸ The college maintains a 3-month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices.

²⁹ This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index.

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³⁰ This benchmark recognizes a growth target for total scholarship dollars awarded each year. The current goal is a 3% annual increase and is set by the College of Southern Idaho Foundation.

³¹ This measure is under development as is set to be established by FY20.

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Alignment with Idaho State Board of Education 2020-2025 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives				
GOAL 1: Community Success				
<i>Objective A: Strengthen the communities we serve</i>			✓	✓
<i>Objective B: Cultivate economic partnerships across the communities we serve</i>				✓
<i>Objective C: Meet the workforce needs of the communities we serve</i>	✓		✓	✓
GOAL 2: Student Success				
<i>Objective A: Foster participation in post-secondary education</i>	✓		✓	
<i>Objective B: Reinforce a commitment to instructional excellence</i>		✓		✓
<i>Objective C: Support student progress toward achievement of educational goals</i>	✓		✓	✓
<i>Objective D: Provide evidence of achievement of student learning outcomes</i>		✓		✓
<i>Objective E: Offer opportunities for student engagement that go beyond the classroom</i>	✓	✓	✓	✓
GOAL 3: Institutional Stability				
<i>Objective A: Provide employees with a work environment that values employee success and satisfaction</i>				
<i>Objective B: Ensure that the college maintains the financial resources necessary to meet its mission</i>	✓			
<i>Objective C: Maintain a strong relationship with the CSI Foundation</i>			✓	✓
<i>Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities</i>	✓			



Updated March 2019

College of Western Idaho

Strategic Plan 2019 – 2024

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

I. Increase percent of credit students who persist from term to term

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
69%	68%	67%	68%	73%	>=71%

Benchmark: *Term to term persistence rates will meet or exceed 71% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
895	895	996	979	984	>=1,000
Certificates of at least 1 year					
110	191	229	240	402	>=300

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

III. Number of unduplicated graduates (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Degrees					
822	824	910	893	891	>=975
Certificates of at least 1 year					
95	161	226	240	337	>=275

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of students completing 30 or more credits per academic year

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3%	3%	4%	3%	4%	>=7%

Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY18 Idaho 2-year Community College Average of 7% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

*Note: Prior reports calculated students completing 30 or more credits ever at the institution. Updated in FY18 to reflect students completing 30 or more credits per academic year.

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	Fall Cohort 2014 12%	>=16%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 16% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VI. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Fall Cohort 2010 4%	Fall Cohort 2011 3%	Fall Cohort 2012 6%	Fall Cohort 2013 3%	Fall Cohort 2014 6%	>=5%

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 5% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12%	13%	13%	13%	Not Yet Available	1% annual increase

Benchmark: Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

II. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English: 44% Math: 15%	English: 68% Math: 14%	English: 70% Math: 10%	English: 70% Math: 17%	English: 67% Math: 22%	English: 72% Math: >=25%

Benchmark (state-wide performance measure): Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 72% for English and will meet or exceed 25% for Math by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART). Note: Prior years measure figures and current Benchmark updated in FY18 to reflect PMR Methodology for Math and English Remediation.

III. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
27%	28%	28%	22%	24%	>=25%

Benchmark (state-wide performance measure): Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of programs offering structured schedules.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark (state-wide performance measure): Percentage of programs offering structured schedules will be 100% by 2024. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
53%	53%	52%	53%	Not yet available	>=60%

Benchmark: Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2023 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

GOAL 2: Promote and Invest in the Development of Quality Instruction

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Increase success rates for students who enter CWI underprepared

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
English					
NA	NA	Fall: 70% Spring: 68% Summer: 77%	Fall: 65% Spring: 74% Summer: 76%	Fall: 66%	>=80%

Benchmark (English): By 2023, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

GOAL 3: Ensure Operational Stability and Compliance

Objective A: Attracting and Retaining Appropriate Staffing Resources

I. Increase number of programs that have full-time faculty at the sustainable/qualify target level by 2023

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
85%	85%	85%	85%	85%	100%

Benchmark: CWI will achieve 100% of disciplines at the sustainable target level by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective B: Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

Performance Measures:

I. Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	NA	NA	In progress	Full Implementation	Full Implementation

Benchmark (state-wide performance measure): Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education.

Evaluation Process

The College of Western Idaho recently developed its Comprehensive Strategic Plan for 2019-2024 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.



FY 2020-2024
Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

- I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA).* [CCM 187]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
65.7% (Fall 08 Credential- Seeking Cohort thru summer 14)	64.5% (Fall 09 Credential- Seeking Cohort thru summer 15)	65.8% (Fall 10 Credential- Seeking Cohort thru summer 16)	65.8% (Fall 11 Credential- Seeking Cohort thru summer 17)	70%

Benchmark: 70% ¹ (by 2024)

- II. Percentage of NIC Dual Credit students that matriculate at NIC within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends.* [CCM 201]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34.7% (131/377) Fall 12 Cohort	34.7% (132/380) Fall 13 Cohort	29.1% (125/429) Fall 14 Cohort	26.9% (125/464) Fall 15 Cohort	35%

Benchmark: 35% ² (by 2024)

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- III. Percentage of NIC Dual Credit students that matriculate at other institutions within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends. [CCM 202]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
43.8% (165/377) Fall 12 Cohort	45.0% (171/380) Fall 13 Cohort	49.2% (211/429) Fall 14 Cohort	47.8% (222/464) Fall 15 Cohort	55%

Benchmark: 55%³ (by 2024)

- IV. Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 193]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 38 b) 251 c) 676 Total Awards: 965	a) 29 b) 306 c) 746 Total Awards: 1081	a) 31 b) 473 c) 690 Total Awards: 1194	a) 45 b) 610 c) 687 Total Awards: 1342	Benchmark currently under development

Benchmark: Benchmark currently under development⁴

- V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 194]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
a) 35 b) 234 c) 661 Total overall unduplicated count: 898	a) 28 b) 288 c) 729 Total overall unduplicated count: 969	a) 20 b) 449 c) 674 Total overall unduplicated count: 905	a) 32 b) 569 c) 656 Total overall unduplicated count: 911	Benchmark currently under development

Benchmark: Benchmark currently under development⁵

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

- I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends. [CCM 177]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
92% (141/154)	93% (198/212)	85% (69/81)	Data not yet available	90%

Benchmark: 90%⁶ (by 2021)

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- II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends. [CCM 108]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
74.2% (13,893/18,731) Fall 14	76.6% (13,429/17,537) Fall 15	78.5% (12,978/16,536) Fall 16	79.2% (13,022/16,452) Fall 17	82%

Benchmark: 82% ⁷ (by 2023)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

- I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends. [CCM 155]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
84.4% (708/839) Fall 14 to Spr 15	80.9% (648/801) Fall 15 to Spr 16	83.5% (631/756) Fall 16 to Spr 17	82.2% (638/776) Fall 17 to Spr 18	84%

Benchmark: 84% ⁸ (by 2021)

- II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 025]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
57.6% (377/655) Fall 14 cohort NIC Rank 53%	51.7% (323/625) Fall 15 cohort NIC Rank ---	59.6% (352/591) Fall 16 cohort NIC Rank 67%	53.6% (313/584) Fall 17 cohort Rank not available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions ⁹ (by 2021)

- III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 026]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
38.8% (112/289) Fall 14 cohort NIC Rank 58%	33.1% (98/296) Fall 15 cohort NIC Rank ---	43.2% (117/271) Fall 16 cohort NIC Rank 67%	39.2% (82/209) Fall 17 cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions ¹⁰ (by 2021)

- IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends. [CCM 195]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
5.8% (341/5871)	6.8% (374/5483)	7.2% (361/5042)	7.1% (331/4687)	Benchmark currently under development

Benchmark: Benchmark currently under development ¹¹

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- V. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
 [CCM 196]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22% (187/832) Fall 12 Cohort	25% (185/752) Fall 13 Cohort	23% (151/653) Fall 14 Cohort	27% (169/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 47%	NIC Rank 50%	NIC Rank 54%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹² (by 2024)

- VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*
 [CCM 199]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16% (130/832) Fall 12 Cohort	16% (119/752) Fall 13 Cohort	15% (97/653) Fall 14 Cohort	17% (105/625) Fall 15 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 47%	NIC Rank 50%	NIC Rank 62%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions¹³ (by 2024)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

- I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.3% (7,368/221,398)	3.2% (7,103/225,007)	3.0% (6,928/230,072)	3.1% (7,235/234,845)	3.6%

Benchmark: 3.6%¹⁴ (by 2023)

- II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2.1% (4,625/221,398)	2.2% (4,989/225,007)	2.1% (4,878/230,072)	2.1% (4,883/234,845)	3.0%

Benchmark: 3.0%¹⁵ (by 2023)

- III. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *Statewide Performance Measure. Source: NIC Trends.* [CCM 203/204]

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Math

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3.6% (41/1130) 13-14 Cohort	8.2% (90/1095) 14-15 Cohort	13.0% (137/1054) 15-16 Cohort	22.6% (304/1344) 16-17 Cohort	Benchmark currently under development

English

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16.7% (73/436) 13-14 Cohort	30.0% (137/457) 14-15 Cohort	50.9% (244/479) 15-16 Cohort	60.9% (361/593) 16-17 Cohort	Benchmark currently under development

Benchmark: Benchmark currently under development¹⁶

- IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends. [CCM 198]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
22.1% (432/1952) 12-13 Cohort	24.1% (426/1771) 13-14 Cohort	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	Benchmark currently under development

Benchmark: Benchmark currently under development¹⁷

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

- I. Percentage of instructional programs that describe changes/improvements to programs as a result of the Program Review process. *Source: NIC Trends. [CCM 189]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
			100%	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development¹⁸

- II. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 162]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
52.2 Spring 15 Top Schools 58.9	Survey administered on a two-year rotation; no data available	52.2 Spring 17 Top Schools 58.5	Survey administered on a two-year rotation; no data available	53.0

Benchmark: 53.0¹⁹ (by 2022)

- III. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 165]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
46.4 Spring 15	Survey now administered on a	44.2 Spring 17	Survey now administered on a	46.0

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Top Schools 59.8	two-year rotation; no data available	Top Schools 58.4	two-year rotation; no data available	
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Benchmark: 46.0²⁰ (by 2022)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

- I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends. [CCM 114]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Not assessed, resources allocated to another initiative	81%	81%	89%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met²¹ (by 2023)

- II. Full-time to Part-time faculty ratio. *Source: NIC Trends. [CCM 029]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
0.8:1.0 163 FT & 194 PT	0.8:1.0 161 FT & 207 PT	0.8:1.0 156 FT & 208 PT	0.8:1.0 160 FT & 208 PT	0.8:1.0

Benchmark: No less than 0.8:1.0²² (by 2023)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

- I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends. [CCM 115]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$141,091	\$113,822	\$132,436	\$175,618	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels²³ (by 2022)

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GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

- I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
94% (237/250)	98% (253/256)	98% (313/320)	98% (322/330)	100%

Benchmark: 100% ²⁴ (by 2023)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

- I. Licensure Pass Rates. *Source: NIC Trends.* [CCM 091]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
98%	99%	99%	97%	100%

Benchmark: 100% ²⁵ (by 2023)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

- I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source: State Board of Education Dual Credit Report.* [CCM 020]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2,969 (+23.76%)	3,639 (+22.57%)	3,828 (+5.19%)	7,093 (+85.29%)	Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁶

- II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.* [CCM 019]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
9,922 credits (9% of total)	12,213 credits (11% of total)	13,481 credits (13% of total)	17,672 credits (18% of total)	Benchmark has been met; new benchmark is currently under development

Benchmark: Benchmark has been met; new benchmark is currently under development ²⁷

- III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.* [CCM 017]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
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993 (13% of total)	1,165 (16% of total)	1,377 (20% of total)	2,036 (28% of total)	Benchmark has been met; new benchmark is currently under development
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Benchmark: Benchmark has been met; new benchmark is currently under development ²⁸

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: NIC Trends. [CCM 015]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
14,183 credits (25.1% of total) Fall 14	12,738 credits (24.3% of total) Fall 15	11,971 credits (23.9% of total) Fall 16	11,791 credits (24.1% of total) Fall 17	25% of total student credit hours

Benchmark: 25% of total student credit hours is achieved ²⁹ (by 2023)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends. [CCM 105]*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
80.1% White 14.2% Other 5.7% Unknown	78.2% White 10.6% Other 11.2% Unknown	77.9% White 11.2% Other 10.9% Unknown	76.4% White 12.2% Other 11.4% Unknown	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region ³⁰ (by 2023)

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- II. Students surveyed perceive NIC provides an inclusive, respectful and safe environment. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 123]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
			Question developed; next survey round in 2021	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development³¹

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

- I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
42.6% Spring 15 National Average 53.5%	Survey administered on a two-year rotation; no data available	38.5% Spring 17 National Average 55.1%	Survey administered on a two-year rotation; no data available	Increase by 2% annually until the national average is met or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded³² (by 2022)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

- I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		New	No Data Collected	Proficiency outcomes will be defined by spring 2020

Benchmark: Proficiency outcomes will be defined³³ (by spring 2020)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

- I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.* [CCM 172]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
30.0%	29.1%	26.6%	24.5%	Total tuition revenue not to exceed 37.5% of revenue

Benchmark: Total tuition revenue not to exceed 37.5% of revenue³⁴ (by 2023)

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- II. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 130]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$3,022	\$3,214	\$3,288	\$3,494	Rank of 60% against IPEDS comparator institutions
NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 72.7%	NIC Rank 59.1%	

Benchmark: Rank of 60% against IPEDS comparator institutions³⁵ (by 2021)

- III. Graduates per \$100k – Graduates per \$100,000 of education and related spending by institutions as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 159]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
2.06 (898 Grads)	2.07 (969 Grads)	1.79 (905 Grads)	IPEDS financials not yet available	Rank of 60% against IPEDS comparator institutions
NIC Rank 36%	NIC Rank 50%	NIC Rank 59%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions³⁶ (by 2023)

- IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends.* [CCM 170]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
\$196,663 Net revenue	\$174,795 Net revenue	\$195,039 Net revenue	(\$41,047) Net Deficit	Annual direct costs maintained

Benchmark: Annual direct costs maintained³⁷ (by 2023)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.
This objective is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures

- I. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		\$0.98 per gross square foot \$702,624/719,173 square feet	\$0.99 per gross square foot \$720,212/727,863 square feet	Benchmark will be defined after 3 years of data is gathered

Benchmark: Benchmark will be defined after three years of data is gathered³⁸ (by 2020)

KEY EXTERNAL FACTORS

- Changes in the economic environment

- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
 - The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

Footnotes

¹ Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year.

² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers.

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Other Institutions excludes NIC.

⁴ Benchmark currently under development. Total awards by award level.

⁵ Benchmark currently under development.

⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only.

⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.

⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

⁹ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

¹⁰ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. Rank for FY16 (2015-2016) was not included due to the low number of institutions within the comparator group that had available data.

¹¹ Benchmark currently under development. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring.

¹² Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹³ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁶ Benchmark currently under development.

¹⁷ Benchmark currently under development. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253.

¹⁸ New measure; benchmark currently under development. There were only two programs under review in FY2018. In the Program Review document for Communications, there is wording of “improvements” in section 7.1. In the document for Culinary Arts, there is a statement that improvements were made to curriculum as a result of advisory committee meetings documented in section 7.4.

¹⁹ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²⁰ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.

²² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.

²³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Actual dollars spent on professional development.

²⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY18 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, Radiography Technology, and Medical Laboratory Technology.

²⁶ Benchmark has been met; new benchmark is currently under development.

²⁷ Benchmark has been met; new benchmark is currently under development.

²⁸ Benchmark has been met; new benchmark is currently under development.

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²⁹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites.

³⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 7.9% Other, and 2.1% Unknown. Source = U.S. Census Bureau Quick Facts, July 2017.

³¹ New measure; benchmark currently under development. Data will represent one custom survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

³² Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

³³ Proficiency outcomes will be defined by spring 2020. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing.

³⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

³⁵ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

³⁶ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated. Includes all degrees/certificates as reported to IPEDS, including those certificates of less than one year.

³⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. The deficit in 17-18 is due to an unusual increase in "other expenses" - \$1.3M that resulted in a negative balance of \$177K for residence hall income for that year. Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC. Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs. The Student Wellness & Recreation Center is funded by student fees and building revenues. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center.

³⁸ Benchmark will be defined after three years of data is gathered.

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Appendix 1

	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
Institution/Agency Goals and Objectives			
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life			
Objective A: Provide innovative, progressive, and student-centered programs and services.	✓	✓	
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.		✓	✓
Objective C: Promote programs and services to enhance access and successful student transitions.		✓	
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes			
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.		✓	✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓		✓
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓	✓	
Objective D: Recognize and expand faculty and staff scholarship through professional development.	✓		
GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs			

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Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.			✓
Objective B: Demonstrate commitment to the economic/business development of the region.			✓
Objective C: Promote North Idaho College in the communities we serve.		✓	
Objective D: Enhance community access to college.		✓	
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency			
Objective A: Foster a culture of inclusion.	✓		
Objective B: Promote a safe and respectful environment.	✓		
Objective C: Develop culturally competent faculty, staff and students.			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources			
Objective A: Exhibit trustworthy stewardship of resources.		✓	
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.	✓		
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.			

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Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College (NIC) has adopted the National Institute of Standards and Technology (NIST) Framework and is currently aligning security practices to the framework and subcategories. NIC has worked with other CIO's and Security teams in Idaho Higher Education and have adopted the CSC controls along agreed upon exceptions where the nature of higher education limit the ability to fully satisfy each control (see exceptions below).

CSC Controls Progress (Note: This list reflects CSC numbering as defined when NIC first implemented them and not the latest Version 7)

Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1: Inventory of Authorized and Unauthorized Devices	Implemented with exceptions	August 2018	802.1x certificates for all devices	Currently implemented on all NIC owned machines. Unable to inventory all public wireless devices.
CSC 2: Inventory of Authorized and Unauthorized Software	Implemented with exceptions	August 2018	Software Whitelisting	Currently implemented on all NIC owned machines. Due to nature of education and software, management of white listing every application is not feasible.
CSC 3: Secure Configurations for Hardware and Software	Mostly Implemented with exceptions	August 2018	File integrity checking tools	Currently done as best practices. Continue to align to NIST framework and document practices for standardization. NIC does not currently have a Security Content Automation Protocol (SCAP) tool.
CSC 4: Continuous Vulnerability Assessment and Remediation Control Description	Implemented with exceptions	June 2018	Scope of scanning limited to servers only	Does not include third party/independent scanning.
CSC 5: Controlled Use of Administrative Privileges	Implemented with exceptions	June 2018	Scope of control limited to server core and network admin privileges	All Windows Server Admin credentials now utilize controlled use of Admin Privileges.



Strategic Plan

FY2020-FY2024

STRATEGIC PLAN

MISSION STATEMENT

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

VISION STATEMENT

The vision of Idaho Career & Technical Education is to be:

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

GOAL 1

EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

Performance Measures:

- I. *The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.*

Baseline data/Actuals: Initial Survey 2016

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	3.27	3.46		Improvement

Benchmark: Annual improvement in satisfaction levels.¹

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

Performance Measures:

- I. *Full implementation of Career & Technical Education Management System (C-TEMS).*

Baseline data/Actuals: 2009 - C-TEMS development began

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
		System Launch		Analyze System Data

Benchmark: By FY2019, begin analyzing system data.²

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II. Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.

Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Launch	100%	100%	100%

Benchmark: All pathway programs are subject to an annual desk audit.³

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

Performance Measures:

I. A secondary program assessment model that clearly identifies the elements of a quality program.

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	Plan development, including data elements	Identified preliminary measures and secured ongoing funding		Identify comprehensive measures

Benchmark: Identify long-term strategies to comprehensively assess high quality secondary CTE programs by FY2020.⁴

Objective D: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

I. Secondary student pass rate for Technical Skill Assessment (TSA).

Baseline data/Actuals: Baseline FY15 – 71.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
72.4	55.0	66.2		67.0

Benchmark: 67.0 pass rate by 2019⁵

II. Postsecondary student pass rate for Technical Skill Assessment (TSA).

Baseline data/Actuals: Baseline FY15 – 92.6

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.1	90.2	88.7		92.8

Benchmark: 92.8 pass rate by 2019⁶

III. Positive placement rate of secondary concentrators.

Baseline data/Actuals: Baseline FY15 – 94.1

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.2	95.8	94.4		94.3

Benchmark: 94.3 placement rate by FY 2019⁷

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ATTACHMENT 9

IV. Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.

Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	3523

Benchmark: By FY20~~2019~~, implement SkillStack for ~~3523~~ programs⁸

V. Number of program standards and outcomes that align with industry standards.

Baseline data/Actuals: FY2017 Actual - 37

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	37	46	52	4852

Benchmark: ~~48-52~~ programs by FY2020⁹

GOAL 2

EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

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

Performance Measures:

I. Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

Baseline data/Actuals: Baseline FY16 – 0

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
0	9	20	26	3523

Benchmark: ~~235~~ programs by FY20~~2019~~¹⁰

II. The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

Baseline data/Actuals: Baseline FY18 – To Be Determined

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018¹¹

Objective B: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

Performance Measures:

I. Placement rate of postsecondary program completers in jobs related to their training.

Baseline data/Actuals: Baseline FY15 – 68

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FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
64.6	60.1	55.8		65

Benchmark: 65 placement rate by 2020¹²

II. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93.7	96.4	94.6		95.6

Benchmark: 95.6 placement rate by FY 2018¹³

III. The percent of secondary CTE concentrators who transition to postsecondary education.

Baseline data/Actuals: Baseline FY15 – 64

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
63.3	65.9	67.4		70

Benchmark: 70 percent by 2020¹⁴

GOAL 3

WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho’s employers.

Performance Measures:

~~I. Percent of students who enter an occupation related to their workforce training (non-credit bearing training).~~

~~II. The percent of Workforce Training students who complete their short-term training.~~

Baseline data/Actuals: FY2018 – Identify Baseline

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
93	90	93		Baseline 90

~~Benchmark: 90 percent average completion mark: Identify baseline data by FY2018¹⁵~~

~~Benchmark: 90 percent average completion¹⁶~~

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

Performance Measures:

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

Baseline data/Actuals: FY2016 – 33

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
33	38	39		47

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Benchmark: By FY2020, 47% of AE students make measurable progress.¹⁷

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

~~Baseline data/Actuals: FY 2019 – Identify baseline data~~

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
				Identify baseline data

~~Benchmark: Identify baseline data by FY2019.~~¹⁸

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

- I. *Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.*

Baseline data/Actuals: FY 2016 – 89

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
89	80	60		90

Benchmark: 90% positive outcome rate annually.¹⁹

- II. *Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.*

Baseline data/Actuals: Average 5,000 hours annually

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
	6,861	7,382		5,000

Benchmark: Maintain an average of 5,000 contact hours annually.²⁰

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate,

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ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives

¹ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders.

² Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

³ Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

⁴ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

⁵ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline. After submission of our Strategic Plan for FY19, a comparative analysis looked at data from our assessment vendors compared to self-reported numbers. As part of our program alignment efforts and using approved vendors we anticipated lower numbers and the lower score more accurately reflects those efforts. In FY17, the Office of Career & Technical Education (OCTAE) approved lower benchmarks based on methodology changes for collecting data and our alignment efforts.

⁶ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁷ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

⁸ ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

⁹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁰ Based on current rate of program alignment.

¹¹ Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified ~~nine~~-aligned programs who continue CTE at the postsecondary level.

¹² Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹³ Federally negotiated benchmark. FY19 targets are negotiated and approved after Strategic Plan deadline.

¹⁴ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

~~¹⁶ Based on goal to improve positive placement monitor completion rates at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.~~

¹⁷ Federally negotiated benchmark.

~~¹⁸ Federally negotiated benchmark. Baseline data will then be used to determine performance targets.~~

¹⁹ Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

²⁰ Based on current average number of contact hours statewide.

Mandated Cyber Security Strategic Plan

***THE OFFICE OF THE GOVERNOR
EXECUTIVE DEPARTMENT STATE OF IDAHO
BOISE***

EXECUTIVE ORDER NO. 2017-02

Career Technical Education – Cyber Security Implementation Plan

Idaho Division of Career Technical Education (CTE) has been working on proactive steps to mitigate cybersecurity risk. To increase the Department's capacity and ability to protect its systems and the data with which it is entrusted, the Agency has begun to work on the following:

1. CTE has adopted the National Institute of Standards and Technology (NIST) Which will outline the Center for Internet Security Controls (CIS) Working with SDE's Security Coordinator to work on policy and implementation of security initiatives
2. Will have implemented cybersecurity awareness training (KnowBe4) for all CTE employees and initiated in-depth training for key personnel.
3. Begun the process to implement the first five Center for Internet Security Critical Security Controls (CIS Controls).
4. CTE has purchased, installed and configured Ivanti (Landesk) Secure User Management Suite) which will cover the first five (5) CIS controls listed below.

CSC1: *Inventory of Authorized and Unauthorized Devices*

Actively manage (inventory, track and correct) all hardware devices on the network so that only authorized devices are given access, and unauthorized and unmanaged devices are found and prevented from gaining access.

CSC2: *Inventory of Authorized and Unauthorized Software*

Actively manage (inventory, track and correct) all software on the network so that only authorized software is installed and can execute, and that unauthorized and unmanaged software is found and prevented from installation and execution.

CSC3: *Secure Configuration of Hardware and Software on Mobile Devices, laptops, Servers and Workstations.*

Establish, implement and actively manage (track, report and correct) the security configuration of Laptops, servers and workstations using a rigorous configuration management and change control process in order to prevent attackers exploiting vulnerable services and settings.

CSC4: *Continuous Vulnerability Assessment and Remediation*

Continuously acquire, access, and take action on new information in order to identify vulnerabilities, remediate and minimize the windows of opportunity for attackers.

CSC5: *Controlled Use of Administrative Privileges*

A process with tools used to track/control/prevent/correct the use, assignment and configuration of administrative privileges on Computers, Networks and Applications.

The tools CTE will be using to implement the first 5 NIST controls.

Ivanti – Secure User Management Suite (LANDesk)
KnowBe4 (end user training)



Idaho Division of
Vocational Rehabilitation

FY202019 - 20243

Content and Format

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

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR ~~now~~ programmatically operates under a Program Year instead of a Federal Fiscal Year, as outlined in previous strategic plans. ~~Theis~~ Program Year aligns with Idaho's State Fiscal Year. All three programs under the Division will adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 20~~2019~~ through 202~~43~~.

This is ~~the second year of IDVR's an entirely new~~ Strategic Plan ~~as a result for the Division because~~ of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's ~~latestmost recent~~ Comprehensive Statewide Needs Assessment (CSNA), both of which impacted~~ed~~ the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflect the focus on the dual customer; individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance measures for the VR program to be more in alignment with the other core WIOA programs. Rehabilitation Services Administration is providing VR programs time to collect the new data necessary to establish baseline data which will be used to establish levels of performance before negotiating expected target levels of performance in future years for these new performance measures. Baseline data collection will continue for at least the next ~~two~~ state fiscal years (~~SY2019 and SY2020~~).

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	301 N/A	1180 304	≥ 1147 304

Benchmark: Greater than or equal to ~~1180~~304 for SY~~1920~~¹

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	812 N/A	856 842	≥ 856 842

Benchmark: Greater than or equal to ~~856~~842 for SY~~2019~~²

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	81 N/A%	≥ 60%

Benchmark: Greater than or equal to 60% for SY~~2119~~³

Performance Measure 2.2

For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A	≥ 50%

Benchmark: Greater than or equal to 50% for SY~~2119~~⁴

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Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	3 N/A	3	8 Regions (100%)

Benchmark: All 8 Regions ⁵ (by SY 2020)

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY2015	SY2016	SY2017	SFY2018	Benchmark
85.7 89.8%	79 85.7%	77.8 79%	74 77.8%	≥ 85%

Benchmark: Greater than 85% for SY~~2018~~⁶

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five measures.

Performance Measure	SY2015	SY2016	SY2017	SY2018	Benchmark
1. <i>Employment Rate – 2nd Qtr after Exit</i>				55%	≥ 65%
2. <i>Employment Rate – 4th Qtr after Exit</i>				N/A	≥ 55%
3. <i>Median Earnings – 2nd Qtr after Exit</i>				\$3870	≥ \$4680 per
4. <i>Credential Attainment</i>				N/A	≥ 22%
5. <i>Measurable Skill Gains</i>				25%	≥ 20%

Benchmark: Greater than or equal to 65% ⁷, greater than or equal to 55% ⁸, greater than or equal to \$4680 per quarter ⁹, greater than or equal 22% ¹⁰, greater than or equal 20% ¹¹ (all benchmarks by 2021):

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Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2015	SY2016	SY2017	SY2018	Benchmark
87.7% 93.6	89.1 87.8%	88.5 89.1%	87.1 88.5%	≥ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY~~2019~~¹²

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A 43%	≥ 30%

Benchmark: Greater than or equal to previous year in SY~~2019~~¹³

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	N/A	N/A	N/A	≥ 50%

Benchmark: Greater than or equal to 50% for SY~~21~~19¹⁴

Extended Employment Services

Mission

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

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

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

1. **Objective:** To provide relevant and necessary long-term supports to assist individuals with the most significant disabilities to maintain employment.

Performance Measure 1.1: Number of individuals served.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	<u>647</u> N/A	<u>838</u> 647	<u>819</u> 838	≥ previous year performance

Benchmark: Greater than or equal to previous year in SY~~2019~~¹⁵

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2015	SY2016	SY2017	SY2018	Benchmark
N/A	<u>292</u> N/A	<u>208</u> 292	<u>0</u> 208	≤ on waitlist than previous year

Benchmark: Less than or equal to previous year in SY~~2019~~¹⁶

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

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

Mission

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

Vision

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

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

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

Performance Measure 1.1: Track when information and resources are given to consumers.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>2 brochures</u> <u>53 FB posts</u> N/A	<u>2 addt'l brochures</u> <u>49 FB posts</u> <u>2 brochures</u> <u>53 FB posts</u>	<u>42 addt'l brochures</u> <u>5649 FB posts</u>	<u>24 addt'l brochures</u> <u>13656 FB posts</u>	Continue to create brochures, social interaction, & website development

Benchmark: 24 or more new brochures created in FY 2019¹⁷

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

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

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

FY2015	FY2016	FY2017	FY2018	Benchmark
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<u>27</u> N/A	<u>23</u> 27	<u>65</u> 23	<u>89</u> 65	Presentations delivered
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Benchmark: 8965 or more presentation delivered in SY2019 ¹⁸

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

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

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

FY2015	FY2015	FY201	FY2018	Benchmark
<u>11</u> N/A	<u>12</u> 11	12	<u>14</u> 12	Present to various local, state & federal agencies

Benchmark: Present at 1412 or more local, state and federal agencies in SY2019 ¹⁹

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

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

Performance Measure 4.1: Track when information is provided.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>200</u> calls N/A	<u>120</u> 200 calls	<u>1,056</u> 120 calls	<u>1,160</u> 1,056 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY2019 ²⁰

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

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

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2015	FY2016	FY2017	FY2018	Benchmark
<u>Met</u> N/A	Met	Met	Met	Continued work with mental health personnel

Benchmark: Met in SY2019 ²¹

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

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

Performance Measure 6.1: Materials that are distributed about public policies.

FY2015	FY2016	FY2017	FY2018	Benchmark
Met N/A	Met	Met	Met	Facilitate meetings with various agencies and group

Benchmark: Met in SY~~2019~~²²

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

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

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

FY2015	FY2016	FY2017	FY2018	Benchmark
10 ADA Issues N/A	10 ADA Issues	5040 ADA Issues	15050 ADA Issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY~~2019~~²³

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

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

Performance Measure 8.1: Reports will be accurate and detailed.

FY2015	FY2016	FY2017	FY2018	Benchmark
N/A Completed	Completed	Completed	Completed	Submit accurate

Benchmark: Completed for SY~~2019~~²⁴

External Factors Impacting IDVR

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

Adequate Supply of Qualified Personnel

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

State and Federal Economic and Political Climate

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

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs, and improve engagement with employers to address skilled workforce needs.

WIOA ~~will~~requires IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing. This change will result in an agency which is shifting not only the population it serves, but is serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal performance measures identified in this strategic plan present a high degree of error that will diminish as IDVR

completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs are transitioning to “baseline” measures to capture the required data before negotiating expected levels of performance with RSA, which is expected to take place for SY 2021. Additionally, almost all of the new performance measures are lagging indicators, a few of them lag by one full year.

IDVR Cyber Security Plan

Idaho Division of Vocational Rehabilitation (IDVR) has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and will be implementing the first five Center for Internet Security (CIS) Controls, Critical Security Controls by June 30, 2019.

The following solutions are currently in place or will be put in play to accomplish the first five Cyber Security Controls.

- IDVR collaborates with the Idaho Office of Administration on:
 - Exterior firewall management
 - Internet and Malware filtering
- Ivanti/~~Landesk~~ is used internally to handle all:
 - Patch management
 - Device discovery
 - OS deployments-/imaging management
 - License monitoring and Inventory controls
- ~~MacAfee EPO~~Palo Alto Traps is used internally to manage all Antivirus monitoring
- DUO for two factor authentication for all elevated server functions and VPN Authentications.
- Mandatory Cyber Security Awareness training is handled by the Division of Human Resources (DHR) Knowbe4 training packages. All users must take this training annually and when initially employed with agency.
- A mobile device management (MDM) solution ~~(not currently identified)~~ will be used to monitor and control cellular phone and security management of mobile devices in the near future. ITS's go forward solution for an MDM solution is being identified this year.

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Footnotes:

¹ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

² Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

³ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁴ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁵ Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

⁶ Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

⁷ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (RSA-TAC-18-01, January 19, 2018)

⁸ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (RSA-TAC-18-01, January 19, 2018)

⁹ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (RSA-TAC-18-01, January 19, 2018)

¹⁰ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (RSA-TAC-18-01, January 19, 2018)

¹¹ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). (RSA-TAC-18-01, January 19, 2018)

¹² Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; ~~however~~however, it is typically utilized as a threshold for quality performance.

¹³ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

¹⁴ Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2021. (RSA-TAC-18-01, January 19, 2018)—~~This~~ This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

¹⁵ Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

¹⁶ Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

¹⁷ Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

¹⁸ Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information.- CDHH has hired a part time Communications and

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Outreach Coordination to increase awareness and make presentations throughout the state. This

benchmark was established to adhere to Idaho statute 67, chapter 73.

¹⁹ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73

²⁰ The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²¹ Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²² Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²³ Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

²⁴ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



FY 2020-2024 STRATEGIC PLAN

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT

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

SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
47	46	47	47		47

Benchmark: 47 (by FY 2024)¹

~~II. Number of cable companies carrying our multiple digital channels.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
*	30	50	17		28

~~— Benchmark: 28 (by FY 2023)²~~

~~— *New performance measure for FY16~~

~~III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
8	8	8	8		8

~~— Benchmark: 8 (by FY 2023)³~~

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~~II.V.~~ Percentage of Idaho's population within our signal coverage area.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
98.4%	98.4%	99.47%	98.8%		98.4%

Benchmark: 98.4% (by FY 2024)⁴²

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
22	26	47	40		34

Benchmark: 35 (by FY 2024)⁵³

~~**Objective C:** Operate an efficient statewide delivery/distribution system.~~

~~Performance Measure:~~

~~Total FTE in content delivery and distribution.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
18.5	20	17	22		<24

~~—Benchmark: Less than 24 (by FY 2024)⁶~~

Objective DC: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measure:

Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
98.4%	97.6%	97.6%	99.9%		100%

Benchmark: 100% (by FY 2024)⁷⁴

Objective ED: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
1,670,923	1,901,477	1,981,837	1,584,947		1,750,000

Benchmark: 1,850,000 (by FY 2024)⁸⁵

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II. Number of visitors to IdahoPTV/PBS video player.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
344,651	634,031	143,637*	128,877		100,000

Benchmark: 100,000 (by FY 2024)⁹⁶

*In prior years, the PBS software counted the same viewers multiple times in error. This has been corrected moving forward.

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	11	11	11		12

Benchmark: 13 (by FY 2024)^{40Z}

*New performance measure for FY16

Objective FE: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
28,374	28,488	28,299	35,095		37,760

Benchmark: 37,760 (by FY 2024)¹⁴⁸

Objective GF: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
13,450	12,702	11,372	12,624		13,000

Benchmark: 13,500 (by FY 2024)¹²⁹

Objective HG: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
1,955	2,050	1,568	1,509		2,000

Benchmark: 2,000 (by FY 2024)¹³¹⁰

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Objective H: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
55	55	49	56		50

Benchmark: 55 (by FY 2024)⁴⁴¹¹

Objective J: Be a relevant, educational and informational resource to all citizens.

Performance Measures:

~~Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY19 Benchmark
31.1%	31.4%	28%	31.1%		21.3%

~~— Benchmark: 21.3% (by FY 2023)¹⁵~~

I. Number of educational outreach and training events for teachers, students and parents.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	*	*	100

Benchmark: 100 (by FY 2024)¹²

*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	*	*	4,200

Benchmark: 5,000 (by FY 2024)¹³

*New performance measure beginning FY20

Objective KJ: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
18.5	20	17	22		<24

Benchmark: Less than 24 (by FY 2024)¹⁴

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes

Benchmark: Yes/Yes/Yes (by FY 2024)¹⁶¹⁵

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III. Work toward implementation of the Center for Internet Controls.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 Benchmark
*	*	*	Yes		Yes

Benchmark: Yes (by FY 2024)¹⁷⁻¹⁶

*New performance measure beginning FY18

SBoE GOAL 2: EDUCATIONAL ATTAINMENT

Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

SBoE GOAL 3: WORKFORCE READINESS

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

KEY EXTERNAL FACTORS

Funding – While State General Fund support for Idaho Public Television has been increasing as state revenues have grown, there continues to be pressure to reduce the size of government. In addition, significant concerns about Federal funding to the Corporation for Public Broadcasting and the U.S. Department of Education have emerged as Congress and the White House attempt to rein in deficit spending. With nearly 20% of IdahoPTV funding coming from Federal sources via CPB, it remains a major worry. In addition, competition for private contributions continues to grow. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it. It is unrealistic to expect major growth in this area.

FCC Spectrum Auction – With the FCC's recent auctioning of TV Broadcast spectrum to wireless carriers and the subsequent repacking of stations into the remaining frequencies, Idaho Public Television faces major hurdles. We are currently in the process of changing channels at the KCDT transmitter in Coeur d'Alene~~will need to change channels~~, requiring a new transmitter & antenna~~, though the~~ The FCC has given IdahoPTV a new channel and funding to make the move. Unfortunately many of the 47 translators that serve smaller communities ~~may~~ also have to move channels, and the FCC will neither guarantee new frequencies nor provide funding for those mandated changes. We have secured a private grant to cover most of the costs of changing channels at our translators. However, because there aren't enough frequencies available, some~~Some~~ areas of the state could lose over-the-air service.

Regulatory Changes – With more than 55% of Idaho Public Television funding coming from private contributions, the recent changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

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

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 29 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Recently, Idaho Public Television was successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants we will be conducting research on the impact these education initiatives are having on the populations served.

Additionally, IdahoPTV employed leaders from PBS Station Services with expertise in strategic planning to conduct a two-day retreat for station staff and board directors to help learn processes to evaluate our programs, products and services to ensure they support our connection to the community and our audiences. A number of specific goals were identified to help position the organization for a successful future.

1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
- ~~2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.~~
- ~~3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.~~
42. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
53. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- ~~6. Benchmark is based on industry standard combined with analysis of workforce needs.~~
74. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
85. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
96. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
107. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
118. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
129. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
1310. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
1411. Benchmark is based on industry standard combined with desired level of achievement.
12. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
- ~~15. Benchmark is based on industry standard combined with desired level of achievement.~~
14. Benchmark is based on industry standard combined with analysis of workforce needs.
1615. Benchmark is based on industry standard of best practices.
1716. Benchmark is based on industry standard of best practices.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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ATTACHMENT 11a

	State Board of Education Goals		
	<i>Goal 1: EDUCATIONAL SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATIONAL ATTAINMENT</i>	<i>Goal 3: WORKFORCE READINESS</i>
Institution/Agency Goals and Objectives			
<i>GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>			
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓		
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓		
Objective C: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.	✓		
Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓		
Objective E: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓		
Objective F: Contribute to a well-informed citizenry.	✓		
Objective G: Provide relevant Idaho-specific information.	✓		
Objective H: Provide high-quality, educational television programming and new media content.	✓		
Objective I: Be a relevant, educational and informational resource to all citizens.	✓		
Objective J: Operate an effective and efficient organization.	✓		
Objective K: Work toward implementation of the Center for Internet Controls.	✓		
<i>GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</i>			
<i>GOAL 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</i>			



Idaho State Department of Education

Sherri Ybarra, Ed.S.
Superintendent of Public Instruction
OSBE Strategic Plan FY2019-2023

MISSION STATEMENT

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

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOAL 1

Idaho students are ready for college and careers.

Objective A: Fully implement the Idaho Content Standards.

Idaho's plan for fully implementing the Idaho Content Standards uses a successful teacher coaching program. This coaching model invests human capital in local districts to meet community needs. Coaches focus on instructional shifts by working closely with teachers, helping them understand and apply the Idaho Content Standards.

Performance Measures:

- I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3.

2018-2019 School Year	Benchmark
	Benchmark to be established after two years of data collection.

Notes: The new IRI by Istation will first be administered during the 2018-2019 school year and data will be available in August 2019.

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ATTACHMENT 12

- II. Percentage of students placing as proficient or advanced on the Idaho Standards Achievement Test.

	2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark ¹
ELA 3 rd	48.3% ²	49.3% ³	47.18% ⁴	49.88% ⁵	66.2% by 2022
MATH 3 rd	49.9% ⁶	52.2% ⁷	50.23% ⁸	52.17% ⁹	68.1% by 2022
ELA 8 th	51.7% ¹⁰	53.6% ¹¹	52.32% ¹²	53.87% ¹³	69.1% by 2022
MATH 8 th	37% ¹⁴	38.5% ¹⁵	38.71% ¹⁶	41.08% ¹⁷	59.0% by 2022
ELA High School	60.6% ¹⁸	61.7% ¹⁹	59.1% ²⁰	59.28% ²¹	74.5% by 2022
MATH High School	30.3% ²²	30.8% ²³	32.1% ²⁴	32.87% ²⁵	53.9% by 2022

Objective B: Provide pathways to success post high school.

By providing increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements, the SDE will ultimately open multiple pathways to graduation. Targeted efforts for special education and gifted and talented students, along with Advanced Opportunities and GEAR UP programs, contribute to this strategy, as does increased adoption of mastery-based education.

Performance Measures:

- I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.

2014-2015 School Year	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
31.81% ²⁶	34.33% ²⁷	46.36% ²⁸	54.41% ²⁹	60% by 2022

- II. Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

2017	2018	Benchmark
34% ³⁰	33% ³¹	60% by 2022

- III. High school four-year adjusted cohort graduation rate.

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Benchmark ³²
77.3% ³³	78.9% ³⁴	79.7% ³⁵	79.7% ³⁶	80.65% ³⁷	94.9% by 2022

Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).

Schools across Idaho and the nation embrace mastery education to empower students to learn at their own pace. At its core, mastery education shifts the measurement of a student's ability to demonstrated mastery from simply clocking seat time devoted to a subject or grade level. The SDE created a voluntary network of schools that are starting to implement mastery. During the initial phases, the SDE convened these schools to learn from one another, offer support where appropriate, learn from their innovations and best practices and collect models for implementation to prepare for supporting additional schools in this shift. Senate Bill 1059, which was signed into law during the 2019 regular legislative session,

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removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The SDE will continue to evaluate state policy impact on mastery and work with stakeholders and the Idaho Legislature to remove any additional barriers to implementation.

Performance Measures:

- I. Percentage of students in IMEN that meet their 3-year growth target.

ELA	Percent Making "Adequate" Growth ³⁸			Benchmark
	2016	2017	2018	
ELA - IMEN Cohort 1	61.8%	60.1%	62.0%	> Idaho Avg.
ELA - Idaho Average	63.1%	60.9%	64.4%	
Math - IMEN Cohort 1	46.9%	45.3%	45.5%	> Idaho Avg.
Math - Idaho Average	53.2%	51.0%	53.8%	

Notes: Nearly 1/3rd of the schools included in IMEN Cohort 1 are alternative schools. Adequate Growth is a measure of students on track to be proficient in three years. Analysis is restricted to students continuously enrolled in the state. The growth measure is only calculated for students in grades 4-8 with regular assessment scores in two consecutive years, thus the reported percentages are among students for whom this calculation was possible.

- II. Number of schools participating in IMEN.

2017-2018 School Year
32 ³⁹

NOTES: Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The department will support, but not necessarily fund, all schools that wish to participate in Idaho Mastery Education.

GOAL 2

Education stakeholders are accountable for student progress.

Objective A: Increase support to low-performing schools.

Comprehensive Support and Improvement (CSI) schools represent the lowest performing 5% of Idaho's Title I schools and any non-title schools that fall within that band. These schools are identified and supported over three year periods in order to aid them in improving student outcomes.

Performance Measures:

- I. Percentage of schools meeting CSI exit criteria.

Benchmark
90% by 2022

Notes: 2018-19 marks the first year of longitudinal data collection for the initial three-year cohort, so there is no data to report at this time.

GOAL 3

Recruit and retain effective teachers.

Idaho, like many states, faces a critical shortage of teachers. Additionally, educators possessing fewer than four years of classroom experience make up a growing share of Idaho's teacher workforce. This trend is particularly acute in low-performing and high-poverty schools and common in classrooms of English language learners and students with disabilities. The shortage of qualified teachers, coupled with knowledge that we need our most experienced teachers with our highest need students means Idaho must both recruit new teachers and retain experienced teachers.

Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

Performance Measures:

I. Teacher retention rate.

2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	Benchmark
83.6% ⁴⁰	83.6% ⁴¹	84.3% ⁴²	92% ⁴³

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

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ATTACHMENT 12

Appendix 1: OSBE K-20 Plan Alignment Matrix

	State Board of Education Goals		
	Goal 1: EDUCATIONA L SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
SDE Goals and Objectives			
Goal 1: Idaho students are ready for college and careers.			
Objective A: Fully implement the Idaho Content Standards.	✓	✓	✓
Objective B: Provide pathways to success post high school.	✓	✓	✓
Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).	✓	✓	✓
Goal 2: Education stakeholders are accountable for student progress.			
Objective A: Increase support to low performing schools.	✓	✓	✓
Goal 3: Recruit and retain effective teachers.			
Objective A: Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.	✓	✓	✓

Appendix 2: Cybersecurity Plan

The State Department of Education recognizes that technology is in a constant state of fluctuation and works continuously to proactively identify and mitigate cybersecurity risks. In adherence with Executive Order 2017-02 the SDE has taken the following steps:

1. Adopted and implemented the NIST Cybersecurity Framework
2. Implemented the first five (5) Center for Internet Security Critical Security Controls (CIS Controls)
3. Developed employee education and training plans for mandatory cybersecurity training
4. Requires all SDE employees and contractors to complete annual cybersecurity training
5. Placed a link to the statewide cybersecurity website on all public SDE websites

Additionally, the SDE has taken the following steps:

1. Analyzed compliance with updated version of CIS Controls (version 7)
2. Reviewed and adapted policies and procedures to align with updated CIS Controls
3. Adapted current hardware and software configurations to align with updated CIS Controls while also evaluating new technologies, tactics, techniques, and procedures
4. Collaborated with other state agencies to standardize adoption of NIST Cybersecurity Framework
5. Collaborated with other state agencies to standardize incident response capability
6. Conducted code base reviews of critical applications
7. Implemented advanced threat monitoring tools
8. Applied enhanced network security controls

End Notes

¹ 3rd Grade ELA 66.2% by 2022, 3rd Grade Math 68.1% by 2022, 8th Grade ELA 69.1% by 2022, 8th Grade Math 59.0% by 2022, High School ELA 74.5% by 2022 and High School Math 53.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf>

² 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

³ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

⁴ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

⁵ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

⁶ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

⁷ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

⁸ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

⁹ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁰ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹¹ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

¹² 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

¹³ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁴ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹⁵ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

¹⁶ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

¹⁷ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

¹⁸ 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

¹⁹ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

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²⁰ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

²¹ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

²² 2014-2015 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>

²³ 2015-2016 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>

²⁴ 2016-2017 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx>

²⁵ 2017-2018 ISAT Results, <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx>

²⁶ FY2015 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2015-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁷ FY2016 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2016-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁸ FY2017 Advanced Opportunities program files and data - allactivity7.10.17.xlsx - 9846 11th grade students and 1049 12th grade students; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

²⁹ FY2018 Program Totals, <http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2018-Advanced-Opportunities-Program-Totals.pdf>; Historical State Enrollment by Grade, <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>

³⁰ College Board, SAT Suite of Assessments Annual Report, Idaho, 2017, <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>

³¹ College Board, SAT Suite of Assessments Annual Report, Idaho, 2018, <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>

³² Benchmark 94.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf>

³³ Idaho Department of Education, SDE Releases New Baseline Graduation Rates 2013/2014 New Federal Reporting Method Drastically Different, March 18, 2015, [03-18-2015-SDE-Graduation-Rate-Release.pdf](https://www.sde.idaho.gov/files/03-18-2015-SDE-Graduation-Rate-Release.pdf)

³⁴ <https://idahoschools.org/state/ID/graduation>

³⁵ <https://idahoschools.org/state/ID/graduation>

³⁶ <https://idahoschools.org/state/ID/graduation>

³⁷ <http://www.sde.idaho.gov/communications/files/news-releases/01-17-19-Idaho's-high-school-graduation-rate-is-on-the-rise.pdf>

³⁸ Calculations based on the initial 32 schools identified in <https://www.sde.idaho.gov/mastery-ed/files/imem/IMEN-Progress-Report-2018.pdf> and Idaho Academic Growth Accountability Data

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³⁹ <https://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf>

⁴⁰ <https://idahoschools.org/state/ID/teacher-quality>

⁴¹ <https://idahoschools.org/state/ID/teacher-quality>

⁴² <https://idahoschools.org/state/ID/teacher-quality>

⁴³ National average teacher attrition rate is 8%, 2017-2018 Teacher Pipeline Report,
<https://boardofed.idaho.gov/wp-content/uploads/2018/02/Teacher-Pipeline-Report.pdf>

TechHelp Strategic Plan 2019 – 2023

MISSION STATEMENT

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2023:

- 100 manufacturers reporting \$120,000,000 economic impact
- 200 jobs created
- > \$20,000 and < \$50,000 Net Income

VISION STATEMENT

*TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.
"Our identity is shaped by our results."*

GOAL 1

Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objective A: *Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.*

Performance Measure:

- I. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$182,258,168 / 340 New Jobs	\$33,022,678 / 100 New Jobs	\$33,726,818 / 70 New Jobs	\$97,839,060 / 255 New Jobs	\$120,000,000 / 200 New Jobs

Benchmark: *Reported cumulative annual impacts improve by five percent over the prior year achieving \$120,000,000 and 180 new jobs annual reported impact by 2023ⁱ.*

Objective B: *Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.*

Performance Measure:

- I. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system*

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FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017) Q1-Q3	FY18 (Q2 2017- Q1 2018)	FY19 (Q2 2018- Q1 2019)	Benchmark
N/A	N/A	17 Small	35 Small	30 Small	15 Small
N/A	N/A	39 Rural	42 Rural	21 Rural	20 Rural
N/A	N/A	4 Start-Up	17 Start-up	14 Start-up	10 Start-up
N/A	N/A	25 Other	23 Other	22Other	35 Other

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2023ⁱⁱ:

15 Small,
20 Rural,
20 Start-up,
35 Other

Objective C: *Ensure manufacturing clients are satisfied with services.*

Performance Measure:

I. Customer satisfaction reported on MEP survey

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
9 out of 10	9 out of 10	9.6 out of 10	9.7 out of 10	8 out of 10

Benchmark: Customer satisfaction score is consistently > 8 out of 10ⁱⁱⁱ

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

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Objective A: *Increase the number of client projects and events.*

Performance Measure:

I. State dollars expended per project/event

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$1,139	\$774	\$920	\$1570	> Prior year's total

Benchmark: Dollars per project/event expended is less than prior year's total^{iv}

Objective B: *Offer services to numerous Idaho manufacturers.*

Performance Measure:

I. Number of impacted clients per \$ Million federal investment as reported on MEP sCOREcard^v

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
56 Clients Surveyed	69 Clients Surveyed	81 Clients Surveyed	96 Clients Surveyed	100 Clients Surveyed

Benchmark: Number of clients served exceeds federal minimum with a goal of 100 clients surveyed (i.e., 110 clients per \$ Million) by 2023^{vi}

Goal 3

Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: *Increase total client fees received for services.*

Performance Measure:

I. Gross and Net revenue from client projects

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$615,117	\$593,940	\$576,890	\$493,923	\$600,000 gross annually
\$454,672	\$409,175	\$391,904	\$336,363	\$400,000 net annually

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving \$600,000 gross and \$400,000 net annually by 2023^{vii}

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Objectives B: *Increase external funding to support operations and client services.*

Performance Measure:

I. Total dollars of non-client funding (e.g. grants) for operations and client services.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$910,236	\$885,236	\$885,236	\$1,356,994	\$1,300,000

Benchmark: *Total dollars of non-client funding for operations and client services exceed the prior year's total achieving \$1,300,000 by 2023^{viii}.*

Key External Factors

- I. State Funding:
Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.
- II. Federal Funding:
The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.
- III. Economic Conditions:
Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

Cybersecurity Plan – Update

TechHelp has been working on its adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Progress on complying with the first five CIS Controls (by June 30, 2018) includes:

1. Inventory and Control of Hardware Assets – Boise State (and other state universities) requires authentication and sign on credentials to access their network and all Hardware is purchased, inventoried and tracked by BSU.
2. Inventory and Control of Software Assets - All software is purchased and approved by Business Manager or Executive Director. BSU OIT uploads all software and maintains updates and does not allow for unapproved software on Boise State purchased computers. Cloud-based exceptions which are controlled by vendors include: WORKetc., mailchimp, QuickBooks, Regfox.
3. Continuous Vulnerability Management - All updates and patches are identified by Boise State IT department and pushed out to campus departments. Internally all software updates are completed to ensure all hardware and software are up to date. All campus departments are made aware by IT department of potential threats and how to handle those situations.
4. Controlled Use of Administrative Privileges – Boise State retains all administrative rights to the network and each individual user is given administrative rights to their designated computer.

5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers - All network passwords are required to be changed every 60-90 days as a requirement forced at sign in. Laptops require VPN authentication before access to the network is granted if working off-site. Mobile devices require sign on authentication before access to network is given.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan. Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic plan.

ⁱ This benchmark is based on current and projected resources and established best practices based on those resources.

ⁱⁱ This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.

ⁱⁱⁱ This benchmark is based on analysis of customer survey feedback for types of services offered.

^{iv} This benchmark is based on analysis of available resources, types of services and program investment.

^v Methodology using a balanced scorecard.

^{vi} This benchmark is based on federal requirements and projections of federal investment.

^{vii} This benchmark is based on existing average performance levels and a 5% annual increase.

^{viii} This benchmark is based on existing average performance levels and a 5% annual increase.



IDAHO SMALL BUSINESS DEVELOPMENT
STRATEGIC PLAN
2018 – 2023~~2~~

EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

VISION STATEMENT

Idaho SBDC clients are recognized as consistently outperforming their peers.

GOAL 1 - Maximum Client Impact

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

I. Percent of hours with clients with recorded impact

FY1 5 4 (201 4 3-201 5 4)	FY1 6 5 (201 5 4-201 6 5)	FY1 7 6 (201 6 5-201 7 6)	FY1 8 7 (201 7 6-201 8 7)	Benchmark
49% 54%	54% 52%	52% 50%	50% 53%	70%

Benchmark: 70%¹ (by 202~~2~~)

II. Capital raised by clients in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	
\$24.3 \$31.6	\$31.6 \$33.9	\$33.9 \$36.1	\$36.1 \$36.1	\$40.6

Benchmark: \$40.6 million² (by FY 202~~2~~)

III. Client sales growth in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	
\$33.7 \$47.1	\$47.1 \$52.0	\$52.0 \$42.5	\$42.5 \$43.7	\$56.6

Benchmark: \$56.6 million³ (by FY 202~~3~~)

IV. Jobs created by clients

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>429708</u>	<u>708871</u>	<u>871663</u>	<u>663826</u>	900

Benchmark: 900⁴ (by FY 202~~32~~)

Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measures:

I. Per-cent of cross-network consulting hours (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>10%</u>
<u>Not measured</u>	<u>Not measured</u>	<u>0.4%</u>	<u>0.3%</u>	<u>10%</u>

Benchmark: 10%⁵ (by FY 202~~32~~)

GOAL 2 – Strong Brand Recognition

Increase brand recognition with stakeholders and the target market.

Objective A: Create statewide marketing plan and yearly marketing matrix to provide a consistent voice and message.

Performance Measures:

I. Yearly marketing plan created and distributed

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>completion</u>
<u>Not measured</u>	<u>Not measured</u>	<u>Not measured</u>	<u>In progress</u>	<u>completion</u>

Benchmark: ⁶ (by FY 202~~02~~)

II. # of training hours

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>11,390</u> <u>11,231</u>	<u>11,231</u> <u>11,793</u>	<u>11,793</u> <u>14,337</u>	<u>14,337</u> <u>14,577</u>	14,944

Benchmark: 14,944⁷ (by FY 202~~32~~)

Objective B: Create and implement a brand awareness survey.

Performance Measures:

I. Baseline awareness being established

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>In progress</u>	<u>47%</u>	<u>TBD</u> <u>70%</u>

Benchmark: ~~established in FY18~~ 70%⁸ (by FY 202~~32~~)

GOAL 3 – Increase Resources

Increase funding and consulting hours to create economic impact through increased client performance.

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Objective A: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measures:

I. % client referrals from partners

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>11%</u>	<u>23%</u>	<u>TBD</u> 25%

Benchmark: 25%~~TBD~~⁹ (by FY 2022~~2022~~)

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.

Performance Measures:

II. Amount of funding

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>\$100,000</u>
<u>Not measured</u>	<u>Not measured</u>	<u>\$74,000</u>	<u>\$155,000</u>	<u>\$175,000</u>

Benchmark: \$175,000~~\$100,000~~¹⁰ (by FY 2023~~20~~)

GOAL 4 – Organizational Excellence

Ensure the right people, processes and tools are available to deliver effective and efficient services.

Objective A: Implement professional development certification on Global Classroom a Learning Management System.

Performance Measures:

I. % of employees meeting certification and recertification requirements

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>100%</u>
<u>Not measured</u>	<u>Not measured</u>	<u>80%</u>	<u>87%</u>	<u>100%</u>

Benchmark: 100%¹¹ (by FY 2019~~18~~)

II. Return on Investment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>4:12:1</u>	<u>2:15:1</u>	<u>5:18:1</u>	<u>9:17:1</u>	<u>7:17:1</u>

Benchmark: 6:17:1 average over rolling 35 years¹² (by FY 2020~~0~~)

III. Overall customer satisfaction rating (source of data being changed)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
<u>FY15 (2014-2015)</u>	<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	
<u>Not measured</u>	<u>Not measured</u>	<u>4.5</u>	<u>4.8</u>	<u>4.6</u>

Benchmark: 4.6¹³ (yearly)

Objective B: Deliver monthly internal trainings to increase expertise and share best practices.

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Performance Measures:

I. Rating of consultant skill adequacy (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	
Not measured	Not measured	4.9	4.4	4.6

Benchmark: 4.6¹⁴ (yearly)

Key External Factors

The Idaho SBDC is part of a national network providing ~~no~~-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs. The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus
- Operations Focus

The Idaho SBDC also achieved accreditation of its technology commercialization program – one of 15 SBDC's out of 63 networks – in 2014 and continues to offer technology commercialization assistance to entrepreneurs, existing companies, and colleges/universities. Maintaining this accreditation is a continuing focus.

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho's institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from ~~a three~~these key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC's strategic plan. Strategic planning is an on-going process with a yearly planning session conducted ~~with a statewide leadership team in an all-staff meeting~~ in the Spring ~~each year~~ and progress tracked through ~~action plans reviewed on a quarterly basis. a Fall all-staff meeting and two other conference calls.~~ Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC's client management system so that all staff understand the expectations and progress. Goals are reviewed ~~at least twice a year~~quarterly during a monthly video conference with regional directors and program managers. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

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¹ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact – 20% increase in hours with impact clients in 5 years.

² Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

³ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

⁴ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

⁵ Mechanism to measure is being developed.

⁶ Completing of marketing plan and yearly marketing calendar

⁷ Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.

⁸ A process is being developed to set a baseline. A goal will be set in FY19. Benchmark is set based on an analysis of survey results from Cicero survey conducted in 2018.

⁹ Benchmark is being set by adjusting the list of partners and making the field mandatory. Baseline will be set in FY19 and benchmark projected.

¹⁰ Benchmark was set by calculating the demand for Phase 0 funding and for support of a half-time person in north Idaho and a half-time person in east Idaho.

¹¹ All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).

¹² Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.

¹³ Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

¹⁴ Based historical data and is a combination of the average of the skills assessment from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

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Appendix 1

	State Board of Education Goals			
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Institution/Agency Goals and Objectives				
GOAL 1: MAXIMUM CLIENT IMPACT Focus consulting time on clients with the highest potential for creating economic impact.				
Objective A: Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓	
Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓		
GOAL 2: STRONG BRAND RECOGNITION Increase brand recognition with stakeholders and the target market.				
Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓	
Objective B: Create and implement a brand awareness survey.		✓		
GOAL 3: INCREASE RESOURCES Increase funding and other resources to serve Idaho's small businesses and create economic impact.				
Objective A: Bring additional resources to clients through partnerships, students, and volunteers.		✓		
Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.		✓		
GOAL 4: ORGANIZATIONAL EXCELLENCE Ensure the right people, processes and tools are available to deliver effective and efficient services.				
Objective A: Implement professional development certification on Global Classroom <u>designated Learning Management System</u> .		✓		✓
Objective B: Deliver monthly internal trainings to increase expertise and share best practices.		✓		✓

Family Medicine Residency of Idaho, Inc.



**FY 2019 – 2023
Strategic Plan**

MISSION STATEMENT

Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas. Serve the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment.

VISION STATEMENT

To improve the health care for Idaho and beyond by producing outstanding family medicine physician leaders for their communities.

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise

1.1.1. Increase resident class size from 11-11-11 to 12-12-12

- 1.1.1.1. Raymond (12-6-6)
- 1.1.1.2. Fort (0-2-2)
- 1.1.1.3. Emerald (0-2-2)
- 1.1.1.4. Meridian (0-2-2)

1.2. Rural Training Tracks

- 1.2.1.1. Caldwell (3-3-3)
- 1.2.1.2. Magic Valley (2-2-2)

1.3. Fellowships

- 1.3.1.1. Sports Medicine (1)
- 1.3.1.2. HIV Primary Care (1)
- 1.3.1.3. Geriatrics (1)
- 1.3.1.4. OB (1)

1.4 Core Program – Nampa

- 1.4.1 Will open new Family Medicine Residency Program in Nampa on July 1, 2019 with resident class size of 6 per class (6-6-6)

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Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

- I. FMRI will track how many students match annually for residency training in family medicine at FMRI.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2016-2017)	Benchmark
16/16= 100%	16/16= 100%	16/16= 100%	16/16= 100%	100%

Benchmark: One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

- II. FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	>95%

Benchmark: FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

- III. FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017 – 2018)	Benchmark
43%	47%	56%	67%	>50%

Benchmark: 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

Objective D: To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding

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graduates in making practice locations decisions to care for rural and underserved populations of patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:

IV. *Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50%	75%	100%	90%	40%

Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

Objective E: To begin a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:

V. *To have the first class of 6 family medicine residents start on July 1, 2019.*

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
N/A	N/A	N/A	100%	100%

Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service

Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

- 2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Level III Patient Centered Medical Home (PCMH) recognition.
- 2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
- 2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen's and other local pharmacy collaborations.

Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.

Performance Measures:

I. *All FMRI clinics where resident continuity clinics reside will maintain Level III PCMH's and we will apply for NCQA recognition for our other two clinics.*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100% NCQA designation as a Level III PCMH at all FMRI clinics where resident continuity clinics reside. NCQA recognition is the national standard for PCMH recognition.

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Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II. All FMRI clinics using Meaningful Use EMR criteria.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.

Performance Measures:

III. Maintain 340b pharmacy services , with expanded access for our patients via extended pharmacy hours and the Walgreen's pharmacy collaboration

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Available	Available	Available	Available	Available

Benchmark: 340b pharmacy available for all FMRI patients, with expanded access for our patients via extended hours and the commercial and other pharmacy collaboration.

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

- 3.1 All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
- 3.2 All FMRI programs maintain integrated patient care curriculum and didactics.
- 3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.
- 3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.
- 3.5 FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.

Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as a integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.

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Performance Measures:

- I. A. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates.**
B. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	>95%
96%	97.2%	92%	73%	>50%

Benchmark:

- A. At least 95 percent of all program graduates become ABFM Board certified.
B. FMRI program performance above the national average (>50 percent) on an annual National In-Training Exam. This is a national standard and interval measure of trainee success in mastery in Family Medicine.

Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

- II. FMRI will track its accreditation status and potential citations.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

Objective C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

- III. FMRI will track its NAS CCC, APE, AIR and CLER goals.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)		Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

- 4.1 Continued expansion of faculty.
4.2 Continue to provide faculty development fellowship opportunities at the University of Washington.

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Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. Hire sufficient number of family medicine faculty.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Less than sufficient	Less than sufficient	Less than sufficient	Sufficient	Sufficient

Benchmark: Sufficient numbers of family medicine faculty hired. This measure is based on projected need in consideration of availability of future resources.

Performance Measures:

II. One faculty member per year at the UW Faculty Development Fellowship.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
One	One	One	One	One

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

Objective A: To maintain 35 rural site training locations in Idaho. This goal is met through growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

III. Maintain 35 rural site training locations

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
31	34	34 With active PLA's; In process of developing Driggs for 35	44	35

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

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Key External Factors

1. Funding: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 2018, approximately 55% of revenues were generated through patient services (including pharmacy), 25% were derived from grants and other sources, and 20% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.
2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 2019 due to the passage of the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA). Award amounts will be dependent on the unused funds from the previous program years but are expected to be similar to fiscal 2016 awards. Future funding is uncertain as this funding requires congressional approval.
3. Hospital Support: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 5 years.
4. Medicaid/Medicare: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. Medicaid expansion in Idaho should be a positive to the FMRI.
5. Federally Qualified Health Center (FQHC) and Teaching Health Center Designations: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion of the Meridian clinic. Currently, all eight of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal 2018 funding. FMRI will look to add two additional FQHC sites in the future.
6. Legislation/Rules: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 2016 was \$1,529,700. This was increased for FY 2018 to \$3,029,700 to provide for the new

Family Medicine Residency in Nampa as well as the FMRI's four fellowship programs and a new Rural Training Track in the future. The increased request to the Idaho Legislature for FY 2020 that has been approved is for an additional \$240,000.

7. Governor's Support: Governor Brad Little continued his strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general and FMRI funding in particular as noted above.

Evaluation Process

A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

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Appendix 1

	Family Medicine Residency Goals				
	<i>Goal 1: Family Medicine Workforce</i>	<i>Goal 2: Patient Care / Delivery / Service</i>	<i>Goal 3: Education</i>	<i>Goal 4: Faculty</i>	<i>Goal 5: Rural Outreach</i>
Institution/Agency Goals and Objectives					
GOAL 1: Family Medicine Workforce To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post – graduation from residency.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	✓	✓	✓		✓
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	✓	✓	✓		✓
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✓	✓			✓
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✓				✓

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GOAL 2: Patient Care Delivery Service Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✓	✓		
Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.		✓	✓		
Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.		✓			
GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.					
Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.	✓	✓	✓		✓
Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.	✓		✓		
Objective C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.			✓		✓

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GOAL 4: Faculty FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.					
Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.		✓	✓	✓	✓
GOAL 5: Rural Outreach The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.					
Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.	✓		✓	✓	✓



Idaho State University
Department of Family Medicine
Strategic Plan: 2020-2024

Focusing on Idaho's Future:

discover OPPORTUNITY

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**Idaho State University
Department of Family Medicine
Strategic Plan: 2020-2024**

Mission

Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

Vision

To improve lives by serving on the forefront of healthcare and education.

Goal 1: Expand to a New Facility

Objective: By FY2024, establish an expanded, modern interprofessional healthcare training facility.

Performance Measures:

1.1 By the end of FY2020, the clinic site is identified

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2020
Not Avail	Not Avail	Not Avail	Not Avail	Complete

Benchmark: This is a new benchmark and not previously tracked. This is a significant achievement toward accomplishing Goal 1.

1.2 By the end of FY2022, 10% past graduates are donors

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
0	0	0	Not Available	10%

Benchmark: Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

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1.3 By the end of FY2022, 5 new non-graduate donors are identified

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
0	0	0	Not Avail	5

Benchmark: Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.

Goal 2: Recruit and Retain Faculty and Staff

Objective: By the end of FY2022, create and implement a long-term recruiting and retention plan using a proven transparent and inclusive process.

Performance Measures:

2.1 By the end of FY2022, 80% of employees report feeling “satisfied”

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	80%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

2.2 By the end of FY2022, the Department reduces by 50% of employee turnover

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	50%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

2.3 By the end of FY2022, all programs have adequate, dedicated support

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	100%

Benchmark Definition: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

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Goal 3: Establish a Culture of Diversity

Objective: By the end of FY2024, establish a culture of diversity to improve the learning environment and graduate diversity

Performance Measures:

3.1 By the end of FY2024, improve by 50% learner diversity that reflects community diversity

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2024
Not Avail.	Not Avail.	Not Avail.	Not Avail.	50%

Benchmark: This is a new performance measure and not previously tracked. Before FY2020, baseline data will be collected and benchmarks established.

3.2 By the end of FY2024, increase by 80% learners and employees feeling that there is a culture of diversity

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	80%

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2020, baseline data will be collected and benchmarks established.

Goal 4: Cultivate Community Relationships

Objective: By the end of FY2022, cultivate collaborative relationships with 75% of the regional healthcare and educational entities that affect learner education and recruitment.

Performance Measures:

4.1 By the end of FY2020, establish contacts in graduate medical education in eastern Idaho

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2020
Not Avail.	Not Avail.	Not Avail.	Not Avail.	75%

Benchmark: This is a new performance measure and not previously tracked. Before the beginning of FY2020, baseline data will be collected and benchmarks established.

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4.2 By the end of FY2021, in collaboration with Portneuf Medical Center establish a medical education task force

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2021
Not Avail.	Not Avail.	Not Avail.	Not Avail.	100%

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2020, baseline data will be collected and benchmarks established.

4.3 By the end of FY2022, 75% participate in an annual graduate medical collaboration opportunity

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	75%

Benchmark: This is a new performance measure and not previously tracked. Before the end of FY2020, baseline data will be collected and benchmarks established.

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Key External Factors

Securing partial state funding for a new site.

At a minimum maintain current program funding from the state of Idaho and Portneuf Medical center.

Maintaining current faculty FTE to resident ratio at around 1:3

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Evaluation Process

The residency will create 4 subcommittees with members from various areas of the department. These subcommittees will create action plans and benchmarks. These subcommittees will report back to the already established program evaluation committee and Department chair. These findings will be discussed and presented at faculty/staff meetings. Annually, the Department will come together to analyze the data to determine if objectives are being adequately met. After a updated SWOT process, and after careful consideration of the analytics, the group may adjust benchmarks or objectives to ensure the goal remains achievable and relevant.

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State Board of Education Goals				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
Idaho State University				
GOAL 1: Expand to a New Facility				
<i>By FY2024, establish an expanded, modern interprofessional healthcare training facility.</i>				✓
GOAL 2: Recruit and Retain Faculty and Staff				
<i>Objective: By the end of FY2022, create and implement a long-term recruiting and retention plan using a</i>	✓		✓	
GOAL 3: Establish a Culture of Diversity				
<i>Objective: By the end of FY2024, establish a culture of diversity to improve the learning environment and graduate diversity</i>		✓		
GOAL 4: Cultivate Community Relationships				
<i>Objective: By the end of FY2022, cultivate collaborative relationships with 75% of the regional healthcare and educational entities that affect learner education and recruitment.</i>				✓

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Appendix 2**

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
✓		

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

Idaho Dental Education Program
STRATEGIC PLAN
2020 – 2024

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

VISION STATEMENT

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:

I. Contract for 4-year dental education for at least 8 Idaho residents

2015	2016	2017	2018	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II. Number of students in the program per year

2015	2016	2017	2018	Benchmark
8	8	8	8	10

Benchmark: Increase the number of students in the program per year to 10.

Objective B: Quality education – Deliver quality teaching to foster the development of students within the program.

Performance Measures:

I. First time pass rate of National Dental Boards Part I

2015	2016	2017	2018	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

II. First time pass rate of National Dental Boards Part II

2015	2016	2017	2018	Benchmark
100%	100%	100%	100%	>85%

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Benchmark: Pass rate will meet or exceed 85%

III. First time pass rate of Clinical Board Exam

2015	2016	2017	2018	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

Objective A: Idaho Value - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:

I. State cost per student

2015	2016	2017	2018	Benchmark
33%	33%	33%	43%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Objective B: Participant Value - Provide program participants with a competitive value in obtaining a dental degree

I. Student Loan Debt

2015	2016	2017	2018	Benchmark
73.5%	66.7%	68.2%	78%	<80%

Benchmark: Student loan debt for IDEP participants will be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availability - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:

I. Geographic acceptance of students into the program

2015	2016	2017	2018	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. Return rate

2015	2016	2017	2018	Benchmark
50%	60%	67%	67%	>50%

Benchmark: Greater than 50% of program graduates return to Idaho.

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Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:

I. Continuing Dental Education (CDE)

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II. Remediation of Idaho dentists

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern. This amount of debt may limit the ability of graduates to return to Idaho initially.

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Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

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Appendix 1**

State Board of Education Goals				
	<i>Goal 1: EDUCATION SYSTEM ALIGNMENT</i>	<i>Goal 2: EDUCATION READINESS</i>	<i>Goal 3: EDUCATIONAL ATTAINMENT</i>	<i>Goal 4: WORKFORCE READINESS</i>
Idaho State University				
GOAL 1: Provide access to a quality dental education for qualified Idaho residents				
<i>Objective: Access</i>			✓	
<i>Objective: Quality Education</i>				✓
GOAL 2: Maintain some control over the rising cost of dental education				
<i>Objective: Idaho Value</i>			✓	
<i>Objective: Participant Value</i>			✓	
GOAL 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.				
<i>Objective: Availability</i>				✓
GOAL 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.				
<i>Objective: Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.</i>				✓

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Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cybersecurity compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations, and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
✓		

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		



Idaho Museum of Natural History

Discovering Idaho, One Story at a Time

Strategic Plan: 2020-2024

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**Idaho Museum of Natural History
Strategic Plan
2020-2024**

Mission

Inspire appreciation and curiosity for Idaho's natural history through its exploration and preservation.

Vision

To shape the future by understanding Idaho's natural history and creating unforgettable educational experiences.

Goal 1: Demonstrate the IMNH's essential value

Objective: Increase our Museum's audience and our engagement with customers, collaborators and partners to demonstrate the essential value of IMNH.

Performance Measures:

1. By July 2025, IMNH will increase the number of visitors to the museum by 25% (2,000).

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
7,942	6,666	7,080	Not avail	10,000

Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space.

1.2 By July 2025, IMNH will increase the number of K-12 student interactions by 50% (1,000).

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
1,998	1,370	1,449	Not avail	3,000

Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016.

1.3 By July 2025, IMNH will establish 500 members

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
12	23	33	61*	500

Benchmark: Development goal of adding >100 new members per year and retaining 85% annually. *As of 3/15/2019.

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1.4 By July 2025, 20% of IMNH membership are also donors

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
Not avail	Not Avail	Not Avail	Not Avail	100

Benchmark: 20% is development standard.

Goal 2: Build capacity to support sustainable growth

Objective: Increase IMNH's development budget and human resources by 2025.

Performance Measures:

2.1 By July 2025, IMNH will increase the amount of its annual donations to \$75,000.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
\$5,200	\$13,422	\$29,203	Not Avail	\$75,000

Benchmark Definition: Basis of FY 2017

2.2 By July 2025, IMNH will increase the amount of its annual sponsorships to \$300,000.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
\$3,750	\$15,400	\$103,185	Not avail	\$300,000

Benchmark Definition: Basis of 300% of FY 2018

2.3 By July 2025, IMNH will evaluate and grow staffing (FTE) accordingly in education and collections.

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
11.1	11.1	12.1	10.1	TBA

Benchmark Definition: To be decided after evaluation

2.4 By July 2021, IMNH will grow leadership board to a membership of 15 to support future growth and development

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
0	0	0	4	15

Benchmark Definition: Final Leadership Board size of 15

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Goal 3: Serve a statewide mission for education and research

Objective: By 2024, IMNH will increase its geographic reach and participation to include all of Idaho to more effectively respond to the region's education and research needs.

Performance Measures:

3.1 *By July 2025, IMNH will increase its statewide audience to include all of Idaho's 44 counties.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
20	20	20	20	44

Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).

3.2 *By July 2025, IMNH will increase its total Idaho audience by 50%.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
84,440	141,390	58,200	Not avail	211,000

Benchmark: Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017

3.3 *By July 2025, IMNH will facilitate ## citizen scientists throughout Idaho.*

FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	FY 2019 (2018-2019)	Benchmark 2025
Not avail	Not avail	Approx. 300	Not avail	TBA

Benchmark: Measure is under development in FY20, to include action items and tracking method.

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Key External Factors

Funding

Many of IMNH strategic goals and objectives assume ongoing and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for IMNH efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Evaluation Process

In May of each year, museum staff will evaluate objectives, benchmarks and current numbers for the fiscal year. Success and issues will be evaluated and objectives and benchmarks will be updated if needed.

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Appendix 1

State Board of Education Goals				
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Idaho State University				
GOAL 1: Demonstrate IMNH essential value				
Objective: Increase museum audience and engagement			✓	✓
GOAL 2: Build capacity to support sustainable growth				
Objective: Increase development and human resources	✓	✓	✓	✓
GOAL 3: Serve a statewide mission				
Objective: Increase reach and participation statewide	✓	✓	✓	✓

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Appendix 2

Idaho State University
Cyber Security Compliance

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Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

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Complete	In Progress	Under Review
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Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
✓		

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

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Complete	In Progress	Under Review
✓		



University of Idaho

**AGRICULTURAL
RESEARCH & EXTENSION
SERVICE**

**STRATEGIC PLAN
2019-2023**

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2019-2023

MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

GOAL 1

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

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

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Performance Measures:

- I. Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
323	298	351	327	350
245	217	214	280	300
\$17.2M	\$14.5M	\$18.5M	\$17.8M	\$27M

Benchmark: An annual increase of 8% in funding received through both an increase in submissions (350) and awards (300) to reach \$27 million in research expenditures by 2023¹.

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

Performance Measures:

- I. Number of graduate students.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
50	44	53	56	60

Benchmark: Increase the number of graduate students to 60 by 2023².

- II. Number of technical publications generated/revised.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
187	167	196	212	240

Benchmark: Increase the number of technical publications to 240 by 2023³.

GOAL 2

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

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

¹ To attain the University of Idaho's goal of \$135 million in research expenditures by 2023, AERS will need to increase grant funding by 8% annually to maintain the college's current proportion of university research expenditures at 20%. The number of grants submitted and received is an increase of 8% and 25%, respectively, over the average of the past 4 years.

² To attain the University of Idaho's goal of 380 by 2023, AERS will need to increase the number of graduate students to 60 to maintain the college's current proportion of university graduate students at 16%.

³ To attain the goal of 240 technical publications, AERS will need to increase output of 5% annually over the average output for the past 4 years.

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Performance Measures:

I. Number of individuals/families benefiting from Outreach Programs.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
359,662	338,261	360,258	405,739	430,000

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 430,000 by 2023⁴.

II. Number of Youth Participating in 4-H

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
55,742	54,786	65,455	70,170	75,000

Benchmark: 75,000 participants in 4-H⁵

Key External Factors

- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research-based education.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.

Evaluation Process

The Dean's Advisory Board with stakeholders and representatives from agencies in Idaho meets twice annually to review goals and performance of Agricultural Research and Extension. In addition, units (academic departments and extension districts) within the College of Agricultural and Life Sciences also have advisory boards that provide feedback toward those individual unit strategic plans and the performance toward those goals. All of the plans fit under the University of Idaho's Strategic Plan.

⁴ To attain the University of Idaho Extension goal of 430,000 by 2023, AERS will need to increase the direct teaching contacts by an average of 6% over the contacts for the past year.

⁵ To attain the goal of 75,000 youth participating in 4-H by 2023, AERS will need to increase by 4.4% annually over the average participation for the past 4 years.



University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN FY2020-FY2024

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

AUTHORITY and SCOPE

The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest and Forest and Seedling Nursery through research, education and outreach to legislators, industry and the Idaho citizenry.

GOAL 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.

Objective A: *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.*

Performance Measures:

- I. Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.***

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	<u>FY19 (2018-2019)</u>	Benchmark
51 participants	61 participants	46 participants	46 participants	48 participants	<u>51 participants</u>	20% growth

Benchmark: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.¹ (BY FY2024)

II. Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	<u>FY19 (2018-2019)</u>	Benchmark
	New Measure	26 courses	23 courses	24 courses	<u>25 courses</u>	15% growth

Benchmark: Number of courses using FUR funded projects, facilities or equipment during instruction.² (BY FY2024)

Objective B: Emphasize scholarly and creative outputs that reflect our research-extension and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Performance Measures:

I. An accounting of products (e.g., research reports, economic analyses, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	<u>FY19 (2018-2019)</u>	Benchmark
46 products	39 products	43 products	31 products	32 products	<u>33 products</u>	15% growth

Benchmark: Numbers and types of products and services delivered and stakeholders serviced.³ (BY FY2024)

II. An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	<u>FY19 (2018-2019)</u>	Benchmark
15 referred articles	14 referred articles	15 referred articles	13 referred articles	14 referred articles	<u>15 referred articles</u>	25% growth

Benchmark: Number of peer reviewed reports and referred articles produced using FUR funding, facilities or equipment.⁴ (BY FY2024)

GOAL 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

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Objective A: *Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.*

Performance Measures:

- I. Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies served and resulting documentable impact; Private businesses served and resulting documentable impact; and Private landowners served and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	<u>FY19 (2018-2019)</u>	Benchmark
			New measure	1,100 participants	<u>1750 participants</u>	50% growth

Benchmark: Number of external participants served.⁵ (BY FY2024)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

Objective A: *Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.*

Performance Measures:

- I. New funding sources from external granting agencies, private and public partnerships and other funding groups.**

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	<u>FY19 (2018-2019)</u>	Benchmark
		New Measure	13 new projects	14 new projects	<u>15 new projects</u>	25% growth

Benchmark: Number of new research projects leveraged using external funding.⁶ (BY FY2024)

Key External Factors

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region's ecosystem services and products.

Evaluation Process

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Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest and Research Nursery to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

¹ Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

² Based on College and program goals to enhance coordination of course offerings and research.

³ Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

⁴ Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

⁵ New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

⁶ Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

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Appendix 1

	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA- INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
GOAL 1: SCHOLARSHIP and CREATIVITY <i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.</i>				
<i>Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship</i>	✓		✓	✓
<i>Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.</i>	✓	✓	✓	
GOAL 2: OUTREACH and ENGAGEMENT <i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>				
<i>Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.</i>				✓
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT <i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)</i>				
<i>Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.</i>		✓	✓	



University of Idaho

**STRATEGIC PLAN
FY2020 - FY2024**

MISSION STATEMENT

The Idaho Geological Survey (IGS) is a non-regulatory state agency that leads in the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards (earthquakes and landslides), hydrogeology (surface and groundwater evaluation), geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

VISION STATEMENT

IGS is committed to the advancement of diverse disciplines within the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through service and outreach, research, and education.

AUTHORITY

[Idaho Statutes, Title 47, Chapter 2](#) provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the IGS. The Statutes specify the authority to conduct investigations, establish cooperative projects, and seek research funding. The IGS publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Statute 33-2505).

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Objective A: Develop and publish survey documents

Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:

I. Number of Published Reports on Geology/Hydrogeology/Geohazards/Mineral & Energy Resources.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
39	25	31		25*

Benchmark: The number and scope of published reports will be equal to or greater than the last full fiscal year reported.¹

*IGS has a few very large publications with a much larger scope in FY19-20; therefore the benchmark for number of publications is less than the last full fiscal year reported.

Objective B: Build and deliver website products

Create and deliver IGS products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:

I. Number of website products used or downloaded.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
185,635	204,770	229,893		252,882

Benchmark: The number of website products used or downloaded will be equal to or greater than the last full fiscal year reported.¹

Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International)

Deliver all IGS products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:

I. Percentage total of Survey documents available through these programs.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
~99%	~99%	~99%		~99%

Benchmark: 100%²

Objective D: Sustain voluntary compliance

*Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.***Performance Measures:**

- I. **Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho.**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
100%	100%	100%		100%

Benchmark: 100% of all geologic maps that are published at the IGS each year will be uploaded to this website.²

GOAL 2: Research

Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.

Objective A: Sustain and enhance geological mapping

Sustain and enhance geological mapping and study areas of particular interest that have economic potential and geohazard concerns.

Performance Measures:

- I. **Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.**

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
37.4%	37.9%	38.5%		39.1%

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping.³

Objective B: Sustain and build external research funding

Sustain existing state and federal funding sources to maintain research objectives for the IGS. Develop new sources of funding from private entities such as oil and gas, mining, and geothermal energy companies that are exploring and developing geologic resources in Idaho.

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Performance Measures:

- I. Increase externally funded grant and contract dollars with a focus of securing new sources of funding from the private sector.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
\$498,034	\$439,898	\$393,622		\$485,000

Benchmark: Increase externally funded grant and contract dollars compared to five-year average.³

GOAL 3: Education

Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education

Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

- I. Number of educational programs provided to public and private schools and the public at large.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	Benchmark
19	14	19		19

Benchmark: The number of educational and public presentations will be equal to or greater than the last full fiscal year reported.⁴

Key External Factors

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially subject to competitive federal funding, and some federal programs require a state match.

Consistent state funding is critical given the Survey's commitments to provide deliverables that include digital geologic maps, reports on mineral exploration, oil and gas exploration, water resource assessment, and geologic hazards (seismic and slope stability), along with archiving older, unpublished mining records.

With the assistance of the Survey's Advisory Board, we are receiving valuable advice, as we seek partnerships with state and private entities to produce non-proprietary products accessible through the Survey's website.

Demand for services and products:

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past five years, IGS has experienced a 74% increase in the number of downloaded products from the Survey's website. The number of visitors to the IGS website has increased by 12% over the same five-year time frame. State population growth and requirements for geologic and geospatial information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the IGS:

- Increase public outreach and promote the state's resource-based economy.
- Implement an interdisciplinary geologic study of the Treasure Valley region that will connect surface geologic mapping, oil and gas subsurface work, hydrogeology, and hazards.
- Understand the southwest Idaho oil and gas play's source and reservoirs, as well as conduct baseline evaluations of the favorable structures in southern and southeast Idaho.
- Build a functional hazards program that will coordinate with the Idaho Office of Emergency Management and other agencies to focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.
- Coordinate with various surface water and groundwater data collection and administrative agencies to assess watersheds in focus areas of the state and increase outreach and understanding of water resource issues.
- Improve understanding of mineral and ore deposits that are currently being mined and explored including cobalt, phosphate, silver, gold, and rare earth elements.
- Continue to work with the Idaho Geologic Mapping Advisory Committee to develop a 5- to 10-year geologic mapping plan.
- Improve the Survey's website and web map applications to accommodate mobile devices for the public.

Evaluation Process

An annual review of existing benchmarks and goals is necessary to ensure that IGS is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information to the public on the Survey's website. New technologies will be continually evaluated on an annual basis to ensure IGS is providing its data and publications in a user-friendly format that is easily accessible to the public.

¹ These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.

² This benchmark is based on current levels of performance and maintaining the current high level.

³ This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.

⁴ This benchmark is based on existing resources (including staff time) to provide presentations and developing educational partnerships to provide new venues for additional presentation above and beyond the current partnerships with public schools and postsecondary institutions.



University of Idaho

Idaho (Washington-Idaho- Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN 2019 - 2023

Idaho (Washington-Idaho-Montana-Utah, WIMU)

**Veterinary Medical Education Program
Strategic Plan 2019-2023**

MISSION STATEMENT

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION STATEMENT

To improve the health and productivity of Idaho's food-producing livestock.

GOAL 1

Transform: Increase our educational impact

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

Performance Measures:

I. Offer elective rotations in food animal medicine for experiential learning opportunities.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
54	75	40	39	40

Benchmark: Attain enrollment of 40 senior veterinary students into these optional rotations¹.

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

Performance Measures:

I. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12	12	11	8	12

Benchmark: Offer spots for 12 students annually².

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

Performance Measures:

I. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
4/44%	9/64%	5/45%	3/30%	7/65%

Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually³.

¹ Based on internal standards as a measure of program quality

² Based on internal standards as a measure of program quality

³ Based on national standards for return rates of similar programs

GOAL 2

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

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

Performance Measures:

- I. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7/\$170,800	5/\$146,800	2/\$112,000	1/\$12,000	4/\$200,000

Benchmark: Receive 4 grant awards for \$200,000 in funding annually by 2023⁴.

Key External Factors

Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process

Veterinary Medical Education went through the national accreditation process fall 2017; the contribution of the University of Idaho to veterinary education was a part of that review. The review will be provided by the Washington State University College of Veterinary Medicine (WSU CVM) to all partners (Idaho, Montana and Utah) when received. In addition, the Department of Animal and Veterinary Science at the University of Idaho and the Food Animal faculty at WSU CVM meet annually to examine curricular changes, performance of food animal block rotations, and overall performance by the WIMU veterinary medical education program related to the measures in this evaluation. The groups also work jointly to find new faculty for the program when openings occur.

⁴ Based on internal standards as a measure of faculty quality



WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan 2020-2024

WWAMI is Idaho's state funded medical school, and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM). In August 2015, we began a new ~~2015~~ UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based “Colleges” training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho. WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students for fall semester.

Over the past few years we have grown the number of medical students in the Idaho WWAMI Targeted Rural and Underserved Track ~~program~~ (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions. ~~The WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students for fall semester.~~

In 2018, students will continue their academic training over the summer between their first and second year in a structured experiential learning environment. This summer experience will enhance the student's knowledge in research, epidemiology and community-based projects. Following the 18 month curriculum (foundations phase), many students will stay on the Moscow campus for an additional 2 months utilizing the resources at the University of Idaho as they prepare for their board examinations. ~~A This year a few majority of our medical~~ students are utilizing University of Idaho facilities and resources at the WWAMI Moscow site. ~~A few of our students utilize the~~ Water Center WWAMI ~~office facility~~ in Boise. This board preparation time is critical for the students' success and is something that we will be developing more programing and resources to support.

As the medical education contract program for the State of Idaho with the University of Washington, the UI-WWAMI supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Washington School of Medicine is dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region and as a national leader in

biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the health care needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1

A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A:

Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

Performance Measures:

The number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017 - 2018)</u>	<u>FY19 5 (20184-20195)</u>	Benchmark
<u>141 (4.7:1)</u>	<u>164 (4.7:1)</u>	<u>163 (4.075:1)</u>	<u>183157 (6.3:1)</u>	5:1

Benchmark: National ratio of state applicants to medical school per state-supported students.¹

The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. Since the number of WWAMI students has increased and the number of applicants has remained relatively the same we expect the ratio to increase, thus the benchmark was moved closer to the national ratio. In ~~FY17-FY19~~, the ratio of applicants in Idaho to the number of available positions was ~~4.075575~~:1; the national ratio of in-state applicants to available positions is 16:1.

<https://www.aamc.org/download/321442/data/factstablea1.pdf>

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Objective B:

Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

Performance Measure:

Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19</u> (2014 2018- 2015 2019)	Benchmark
<u>51%</u>	<u>50%</u>	<u>50%</u>	<u>51%</u> 51%	55%

Benchmark: target rate – national average or better.² The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 50% (301/599).

GOAL 2

CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

Objective A:

Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

Performance Measure:

WWAMI faculty funding from competitive federally funded grants.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19</u> (201 8 4-201 9 5)	Benchmark
<u>\$4.4M</u>	<u>\$1M</u>	<u>\$1M</u>	<u>\$2M</u> \$2.3M	\$1.4M

Benchmark: \$1.4M³ The benchmark for this objective is \$1.4M annually, through ~~2023~~2024. In FY18, WWAMI-affiliated faculty at UI successfully brought in ~~\$1M-2M~~ of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In addition, the University of Idaho WWAMI program launched its ECHO Idaho program in early 2018. Project ECHO is an evidence-based learning model that develops knowledge and capacity among healthcare providers. This program has been successful in bringing in over \$900,000 in multiple grant funding to be used to expanding the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This \$385,000, five-year grant will help develop and implement education and training activities within the pipeline, and strengthen partnerships in rural communities throughout the State of Idaho. In addition, WWAMI has had a long-standing relationship with the Idaho INBRE Program, where

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each year our medical students apply for summer research fellowships. INBRE received a \$16.3 million renewal grant from NIH in 2013.

Objective B:

Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

Performance Measures:

Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19 (20184-20195)</u>	Benchmark
<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	100%

Benchmark: Internally set benchmark as measure of program quality - 100%⁴ The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity. Currently only 36% of medical schools have a research requirement (Liaison. Medical. Requirement: May 2017, Medical Student Research Requirement.)

Objective C:

Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:

Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY15-FY19 (20184-20195)</u>	Benchmark
<u>100%</u>	<u>100%</u>	<u>95%</u>	<u>96%100%</u>	95%

Benchmark: U.S. medical student pass rates, Steps 1 & 2 is 94% for U.S. M.D. medical school graduates.⁵ The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

GOAL 3

EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A:

Increase medical student early interest in rural and primary care practice in Idaho.

Performance Measure:

The number of WWAMI rural summer training ([RUOP](#)) placements in Idaho each year.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	Benchmark
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<u>23</u>	<u>22</u>	<u>29</u>	<u>2426</u>	<u>20</u>
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Benchmark: 20 rural training placements following first year of medical education ⁶ The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 29 students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Objective B:

Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

Performance Measure:

The number of WWAMI medical students completing at least one clerkship in Idaho each year.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	Benchmark
<u>36</u>	<u>24</u>	<u>28</u>	<u>2934</u>	<u>20</u>

Benchmark: 20 clerkship* students each year ⁷. The benchmark is 20 clerkship students per year that complete at least one clerkship in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. ~~Twelve~~ Twenty third-year Patient Care Phase students and ~~sixteen-ten~~ fourth-year Explore and Focus students ~~participated~~ are currently participating in the Idaho Track in during the ~~20172018-2018-2019~~ 20172018-2018-2019 academic year. In addition to Idaho Track students, other UWSOM students rotate ~~at~~ among the various clinical clerkships in Idaho. During this academic year ~~of 2017-2018~~ 20172018-20182019, ~~a total of approximately 143-142~~ UWSOM students will complete ~~one or more~~ clinical rotations in Idaho. Those ~~143-142~~ medical students will complete ~~completed a total of 276-281~~ individual clinical rotations in Idaho. It is expected that ~~as-since~~ the number of WWAMI medical students have increased and the number of medical students from other programs (ICOM, U of U, PNWU) are growing, the benchmark ~~was-has~~ decreased ~~from 2017 below the FY17 measure~~ to reflect the realities of limited clerkships in Idaho. Efforts to increase the number of clerkships in Idaho by WWAMI are underway. From AY13-14 to AY 17-18, the total number of individual clerkships being done in Idaho each year has increased from 89 to 142, reflecting a 60% increase since 2013.

*Patient Care Phase (Year 3) and Explore and Focus (Year 4)

Objective C:

Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

Performance Measure:

Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (20184-20195)</u>	Benchmark
<u>47%</u>	<u>59%</u>	<u>67%</u>	<u>61%64%</u>	<u>50%</u>

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Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year⁸ The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in Idaho (family medicine, general internal medicine, psychiatry, general surgery, and OB/GYN specialties). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and limited graduate medical education options in Idaho and the nation. Currently there is national crisis related to a shortage of medical residencies.

Objective D:

Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

Performance Measure:

Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

<u>FY16 (2015-2016)</u>	<u>FY17 (2016-2017)</u>	<u>FY18 (2017-2018)</u>	<u>FY195 (2018-20195)</u>	Benchmark
<u>75%</u>	<u>75%</u>	<u>75%</u>	<u>75%72%</u>	70%

Benchmark: target ratio – 70%⁹ The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 760%. The current ROI is 75% (~~447467/625599~~). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and other medical learners in the state competing for limited clerkship and residency positions.

Objective E:

~~Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.~~

Performance Measure:

~~Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.~~

			<u>FY15 (2014-2015)</u>	Benchmark
			<u>72%</u>	<u>970%</u>

~~Benchmark: 970%¹⁰—The benchmark for this objective is 970%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. 2017 to , therefore, we have increased our benchmark to 90%In FY18, 70% of the State appropriations were spent in Idaho.~~

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho.

The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Medical School Curriculum: The University of Washington School of Medicine ~~implemented a curriculum reengaged in a newal of major review and revision of the medical school curriculum in 2015,~~ which has impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four terms instead of two, adjustments ~~are being must be~~ made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho ~~has is already~~ anticipating these needs and ~~is~~ working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state throughout a majority of the four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The ~~_proposed introduction of a~~ for-profit osteopathic school in Idaho ~~_is adding-has over up to~~ 300 additional clerkship students needing clinical training, ~~which would~~ creates significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls

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through the University of Idaho, which follows the Executive Order from the State Board of Idaho, <https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf>

¹Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

² Based on national set standards. 39% is the national average of students that return to their native state to practice medicine (reference: 2015 State Physician Workforce Book, <https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html>)

³ Based on available resources for pursuing external grants and increased competitive nature of federal awards.

⁴ Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. Liaison. Medical. Requirement: May2016, Medical Student Research Requirement.

⁵ Based on national standards United States Medical Licensing Examination Scores and Transcripts. www.usmle.org

⁶ Based on state needs and available resources

⁷ Based on analysis of areas of increase need in Idaho

⁸ Based on national standards for workforce specialties

⁹ Based on national standards for program return rates

¹⁰ Based on available Idaho resources

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Appendix 1

	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL
Institution/Agency Goals and Objectives				
GOAL 1: A WELL EDUCATED CITIZENRY <i>Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.</i>	✓	✓	✓	
<i>Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.</i>	✓		✓	✓
<i>Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.</i>	✓			✓
GOAL 2: CRITICAL THINKING AND INNOVATION WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.	✓	✓		
<i>Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.</i>	✓	✓		✓
<i>Objective B: Innovation and Creativity - Educate medical students who will contribute creative and innovative ideas to enhance health and society.</i>	✓	✓		
<i>Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.</i>	✓			✓
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.	✓		✓	✓
<i>Objective A: Increase medical student early interest in rural and primary care practice in Idaho.</i>		✓		✓

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<i>Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.</i>				
<i>Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.</i>				✓
<i>Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.</i>		✓		✓

Initiatives or Progress

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

High School Graduation Requirements Flexibility – College Entrance Exam

APPLICABLE STATUTE, RULE, OR POLICY

Chapter 61, Title 33, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Statutory Requirement

BACKGROUND/ DISCUSSION

Senate Bill 1060 (2019), effective July 1, 2019, creates a new chapter of Idaho Code, titled Opportunities for College and Career Ready Students. The provisions of this new chapter create requirements for school districts and charter schools to provide flexibility in a student's schedule and be exempted from completing any remaining high school graduation requirements, both minimum state requirements and local requirements. To be eligible for the flexibility, the student must be at least sixteen years of age, maintain a cumulative 3.5 grade point average, obtain permission from a parent or guardian, and file with the student's school:

- Notification of the student's intent;
- A student participation portfolio;
- An essay of at least one page explaining why the student wishes to have a flexible schedule; and
- Achieves a college and career readiness score.

Additionally, the student must complete the civics test required pursuant to Section 33-1602, Idaho Code, the economics credit, government credits, and senior project required under the State Board of Education's graduation requirements. Students who meet all of these requirements may also opt to graduate early without completing any remaining high school graduation requirements.

Senate Bill 1060 further allows for students who opt for the flexible schedule and do not graduate early to use advanced opportunity funds provided pursuant to Section 33-4602, Idaho Code, for activities identified under the flexible schedule provisions.

Pursuant to Section 6101, Idaho Code, the college and career readiness score identified as the first requirement for earning the flexibility from graduation requirements is "the minimum score on a college entrance examination indicating that a student is academically ready to advance to an institution of higher education to an occupation or occupational training, as determined by the Board."

IMPACT

Students meeting the Board approved score on a college entrance exam will be provided flexibility in meeting the state minimum graduation requirements.

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Attachment 1 – Senate Bill 1060 – Opportunities for College and Career Ready Students

STAFF COMMENTS AND RECOMMENDATIONS

Board staff reviewed our Idaho students' past performance on the SAT and ACT and evaluated the likelihood of students testing within various band ranges of going on to postsecondary education. Mathematics, English, and Science subject areas were evaluated separately. Based on the students' junior year testing results using the new SAT scoring methodology implemented in 2016 with concordance to ACT scoring, staff recommend the following score bands in each subject area.

- Mathematics
 - SAT ≥ 750
 - ACT ≥ 33

- English
 - SAT (ERW – Evidence-Based Reading and Writing) ≥ 750
 - ACT (English and Reading Combined) ≥ 70

- Science
 - SAT (Cross Score Science) ≥ 35
 - ACT ≥ 34

The composite score on each ACT test (English, mathematics, reading, science) ranges from 1 (low) to 36 (high). The SAT score range is 400-1600 for a total score and 200-800 for the mathematics and English sections each.

According to the College Board, students testing in the 11th grade with an SAT mathematics section score between 530 and 800 have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Likewise, students with an SAT Evidence-Based Reading and Writing (ERW) section score 530 and 800 have a 75% chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes. Due to the change in testing methodology in 2016, data is still being evaluated on the performance of students who go on to postsecondary education and scored within these ranges.

Performance on for the 2018 graduating class was:

SAT		English	Mathematics
19,832	Average Score	507	492
ACT		English/Reading Combined	
6,743	Average Score	44.9 (21.8/23.1)	21.5

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Staff recommend that a minimum score be set by subject area for mathematics and English. The Board may want to consider including the science score, however, a student's performance on the science portion of the assessment does not have as great of an impact on the students postsecondary progress unless they are going into a science related program of study. Additionally, there is no concordance for science between the ACT and SAT, the identified score band is based on average scores between ACT mathematics and science and comparable college readiness bands.

Additional analysis will need to be completed on how students scoring at these levels perform after high school to validate the score ranges.

BOARD ACTION

I move to set the college and career readiness score for the purposes of chapter 61, title 33 starting with the 2019-2020 school year greater than 750 on the SAT in mathematics and English (ERW) and greater than 33 on the ACT mathematics exam and greater than 70 on the ACT English (English and Reading Combined) exam.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATEMENT OF PURPOSE

RS26774

The purpose of this bill is to give students an opportunity to demonstrate they have met the basic knowledge requirements of the State to 1.) receive a high school diploma without attending all "state required" classes that have been needed in the past or 2.) to have flexibility within their schedules to focus on Career and Technical Education (CTE), or elective programs. They shall take the Scholastic Aptitude Test (SAT), American College Testing (ACT) or other similar examinations identified by the State Board of Education (SBE). When a student demonstrates basic skills, which is defined as "college and career ready," then they will be able to receive 1.) flexibility in their schedules; 2.) the ability to freely take post-secondary classes; or 3.) receive their accredited diploma and opt out of high school to further their educational or career goals.

FISCAL NOTE

This bill has minimal fiscal impact to the State. A student may require additional time with a counselor. An estimated 600 students may take advantage of this opportunity. Of this total, 400 would most likely stay in school for the flexibility schedule and 200 students may choose to graduate early. A student who opts to stay in high school with flexibility will have their classes paid by the Advanced Opportunity program. A student who opts to graduate early will be provided funding to attend the Idaho institution of their choice.

Contact:

Senator Steven P. Thayn
(208) 332-1000
Sebastian Griffin, Senior Class President
Nampa Senior High School
(208) 917-0513

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Statement of Purpose / Fiscal Note

S1060

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fifth Legislature First Regular Session - 2019

IN THE SENATE

SENATE BILL NO. 1060, As Amended, As Amended in the House

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A
NEW CHAPTER 61, TITLE 33, IDAHO CODE, TO DEFINE TERMS, TO ESTABLISH PRO-
VISIONS REGARDING FLEXIBLE SCHEDULES FOR CERTAIN STUDENTS, TO PROVIDE
FOR CERTAIN FUNDING AVAILABLE TO STUDENTS WITH FLEXIBLE SCHEDULES, TO
ESTABLISH PROVISIONS REGARDING EARLY GRADUATION, AND TO PROVIDE DUTIES
OF THE STATE BOARD OF EDUCATION.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended
by the addition thereto of a NEW CHAPTER, to be known and designated as Chap-
ter 61, Title 33, Idaho Code, and to read as follows:

CHAPTER 61

OPPORTUNITIES FOR COLLEGE AND CAREER READY STUDENTS

33-6101. DEFINITIONS. As used in this chapter:

(1) "Board" means the state board of education.

(2) "College and career readiness score" means the minimum score on
a college entrance examination indicating that a student is academically
ready to advance to an institution of higher education or to an occupation or
occupational training, as determined by the board.

(3) "College entrance examination" means the ACT, the SAT, or a similar
examination identified by the board.

(4) "Participation portfolio" means a description of a student's
nonacademic and cocurricular activities including, but not limited to, stu-
dent government, sports, music ensembles, theater, clubs, organizations,
work, internships, and volunteering. A participation portfolio should also
include any leadership positions a student holds in nonacademic activities.

33-6102. FLEXIBLE SCHEDULE. (1) A student is eligible to take a flexi-
ble schedule as provided in subsection (2) of this section if the student:

(a) Is at least sixteen (16) years of age;

(b) Maintains a cumulative 3.5 grade point average;

(c) Obtains permission from a parent or guardian, if under the age of
eighteen (18) years;

(d) Achieves a college and career readiness score;

(e) Files with the student's school:

(i) Notification of the student's intent to take a flexible
schedule;

(ii) The student's participation portfolio; and

(iii) An essay of at least one (1) page explaining why the student
wishes to have a flexible schedule and outlining the student's fu-
ture plans using such flexible schedule; and

1 (f) Completes:
2 (i) The civics test required by section 33-1602, Idaho Code; and
3 (ii) The economics credit, government credits, and senior project
4 required under the board's graduation requirements, provided that
5 the student's senior project may describe the student's experi-
6 ence in achieving a college and career readiness score and include
7 a detailed explanation of the student's future plans.
8 (2) An eligible student may, at the student's option and upon notifica-
9 tion to the student's school, be relieved from completing any remaining high
10 school graduation requirements. Such student shall have flexibility in the
11 student's schedule to:
12 (a) Take elective courses, career technical education programs, or
13 core courses as selected by the student and determined to be available
14 by the student's school district or public charter school;
15 (b) Participate in apprenticeships or internships;
16 (c) Act as a tutor at any grade level; or
17 (d) Engage in such other activities as identified by the board.
18 (3) A student with a flexible schedule must adhere to the plans de-
19 scribed pursuant to subsection (1)(e) of this section. If the student is
20 under the age of eighteen (18) years, the student's plans may be modified
21 with the approval of the student's parent or guardian.

22 33-6103. FLEXIBLE SCHEDULE -- ADVANCED OPPORTUNITIES FUNDING. A stu-
23 dent who opts for a flexible schedule pursuant to the provisions of section
24 33-6102, Idaho Code, may use the student's allotment of advanced opportuni-
25 ties funds for activities identified in subsection (2)(a) of that section.

26 33-6104. EARLY GRADUATION. (1) A student is eligible to graduate early
27 as provided in subsection (2) of this section if the student:
28 (a) Is at least sixteen (16) years of age;
29 (b) Maintains a cumulative 3.5 grade point average;
30 (c) Obtains permission from a parent or guardian, if under the age of
31 eighteen (18) years;
32 (d) Achieves a college and career readiness score;
33 (e) Files with the student's school:
34 (i) Notification of the student's intent to graduate early;
35 (ii) The student's participation portfolio; and
36 (iii) An essay of at least one (1) page explaining why the student
37 wishes to graduate early and outlining the student's future educa-
38 tion or training plans if the student graduates early; and
39 (f) Completes:
40 (i) The civics test required by section 33-1602, Idaho Code; and
41 (ii) The economics credit, government credits, and senior project
42 required under the board's graduation requirements, provided that
43 the student's senior project may describe the student's experi-
44 ence in achieving a college and career readiness score and include
45 a detailed explanation of the student's future plans.
46 (2) An eligible student may, at the student's option and upon notifica-
47 tion to the student's school, be relieved from completing any remaining high
48 school graduation requirements and graduate early.

1 (3) School districts or public charter schools must grant high school
2 diplomas to students who are eligible and opt for early graduation pursuant
3 to this section.

4 33-6105. DUTIES OF BOARD. The board shall:

5 (1) Perform duties specifically provided in this chapter;

6 (2) Ensure, through rules established by the board, that any funds dis-
7 tributed pursuant to section 33-6103, Idaho Code, are used for the purpose
8 described in that section; and

9 (3) Take such actions as are necessary to implement and enforce the pro-
10 visions of this chapter, including the promulgation of any necessary rules.

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SUBJECT

Legislative Ideas - 2020 Legislative Session

REFERENCE

June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Education Attainment, Objective B: Timely Degree completion, Objective C: Access

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2020 Legislative Session. Legislative ideas submitted to DFM are forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the Legislature.

In accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board consideration at the June Board meeting. The Board office received four (4) legislative ideas from the institutions:

Board Staff

1. Seed Certification
2. Proprietary School and Postsecondary Institution – Records Retention
3. State Board of Education – Election of Officers Date
4. Career Ladder – Educator Experience
5. School Age – Flexibility
6. School District Boundaries – Elections
7. Professional Studies Loan Program Repeal (Section 33-3720, Idaho Code)
8. Educational Interpreter

Division of Vocational Rehabilitation

9. Extended Employment Services Program

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Division of Career Technical Education

10. Career Technical Program Added Cost Funding

North Idaho College

11. Community College Tuition Cap Amendment

Idaho State University

12. Preceptor Tax Credit

13. Higher Education Personnel Management

Lewis-Clark State College

14. Program Expansion – Legislative Authority

IMPACT

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted to through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

ATTACHMENTS

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact

STAFF COMMENTS AND RECOMMENDATIONS

In 2017 the Board approved and forwarded legislation that, if enacted, would no longer required the Board go through the formal rule promulgation process for seed certification. During the 2018 Legislative Session the Potato Commission requested the legislation be held and that a broader group composed of the University of Idaho's College of Agriculture and the various agricultural commodities commissions be formed to look at more holistic changes to the section of code. The Governor's Office concurred with the request and the legislation was held pending further work. This legislative idea concerning Seed Certification is being forwarded again to the Board for consideration as a placeholder. If the broader group were to form consensus and bring forward a consensus piece of legislation, the consensus legislation would be brought to the Board for consideration in lieu of this item.

Legislative ideas are required to be submitted to DFM by July 12, 2019 and final legislation is required to be submitted by August 16, 2018. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM August deadline for final Board approval. The legislative ideas were discussed during the June Presidents' Council meeting.

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Legislative Ideas submitted by institutions or agencies are provided in the form submitted to the Board office. Final edits may be made in substantial conformance to the form provided prior to submittal through the Executive Agency Legislative System. Legislative Ideas that do not indicate who they were submitted by are developed by Board staff based in alignment with Board initiatives or feedback received from legislators and other education stakeholder groups.

Each legislative idea submitted to the Governor's Office must include a Statement of Purpose and a Fiscal Note. The Statement of Purpose and Fiscal Note become part of the proposed legislation and summarize the purpose and impact of the legislation. Pursuant to the requirements for submitting legislation through the Executive Agency Legislative system: "A Fiscal Note is a statement estimating the amount of revenue or expenditure from all funds that will occur if the bill passes. It must be written exactly as it will appear on the attachment to the actual bill. A Fiscal Note must be precise and include impacts for all funds. Use of such terms as "minimal" or "undetermined" are inadequate and will be returned to the agency for editing. If the Fiscal Note states there is no projected fiscal impact, then the Fiscal Note must contain a statement of the reasons why per Idaho Joint Rule 18."

Idaho Joint Rule 18 is a rule of the State Legislature requiring "Fiscal Notes. — (b) The fiscal note applies only to a bill as introduced, and does not necessarily reflect any amendment to the bill that may be adopted. The fiscal note shall reasonably contain the proponent's full fiscal year projected increase or decrease in existing or future appropriations, and/or the increase or decrease in revenues by the state or unit(s) of local government. The bill's proponent bears the responsibility to provide a reasonably accurate fiscal note. If the fiscal note states there is no projected fiscal impact, then the fiscal note must contain a statement of the reasons that no fiscal impact is projected. All fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned, excepting that any compliance review is subject to Joint Rule 18(e). A member of the committee may challenge the sufficiency of a fiscal note at any time prior to the committee's final action on the bill."

The Legislative Ideas provided in Attachment 1 are listed by number, allowing the Board to approve all of the Legislative Ideas as a whole or choose, by number, which Legislative Ideas they would like to move forward to the next step in the process.

BOARD ACTION

I move to approve the Legislative Ideas _____ in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting July deadline as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEGISLATIVE IDEAS

1. Seed Certification

Statement of Purpose

The purpose of this legislation is to amend Section 22-1505, Idaho Code, removing the requirement that the Idaho Agricultural Experiment Station in the College of Agriculture of the University of Idaho use the Administrative Rule process for setting standards for seed certification. The current process that allows for public/industry input in setting seed certification standards through the Idaho Crop Improvement Association, the current Agent of the Idaho Agricultural Experiment Station, would remain in place, however, the added formal rule promulgation process would be removed. Layering the formal rule promulgation process on top of the process that has been developed through the Idaho Crop Improvement Association has added a layer of bureaucracy and time lines that limits the ability to amend standards in a manner responsive to industry needs. The current framework for gathering stakeholder/industry input used by the Idaho Crop Improvement Association allows those that are impacted to be involved in the process through the Idaho Crop Improvement Association. Additionally, a thirty day public comment period for the standards would be required prior to their establishment.

Fiscal Impact

There would be a de minimis positive fiscal impact. The current processes facilitated by the College of Agriculture and its agent the Idaho Crop Improvement Association would continue. The administrative rule process would be eliminated resulting in one less rule being published each year. The publication costs for this rule have run between \$500 and \$1,000 each year.

2. Proprietary Schools and Postsecondary Institutions – Records Retention

Statement of Purpose

Chapter 24, Title 33 establishes requirement for proprietary schools and postsecondary institutions (degree granting) to register with the State Board of Education. These requirements include minimum standards for transparency and accreditation for degree granting institutions. From time-to-time a proprietary school or private degree granting institution will go out of business. When this happens there is no requirement that these entities store or archive student records. This can be a problem for a student who may later try to complete a degree or use their training to qualify for a job and can no longer obtain their records from the school or institution. The proposed legislation would add a requirement that as part of the closing procedures the school or institution arrange for the student records to be stored in a manner that would allow them to be accessed by the student. This requirement would include provisions for minimum security levels for any stored personally identifiable student level data.

Fiscal Impact

There would be no fiscal impact to the state or the schools or institutions affected. Record management companies exist that will store student records in a safe manner. These

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companies then charge the students for access to the records, similarly to a transcription fee.

3. State Board of Education – Election of Officers Date

Statement of Purpose

The purpose of this legislation is to amend Section 33-104, Idaho Code, Meetings of the Board. This section of code stipulated the minimum number of regular meetings the Board must hold during the year and requires the Board elect a president, vice-president, and secretary at its first meeting after the first day of April. The proposed amendment would move the election of officer date to the first meeting after the first day of July. Board member terms run from July 1, to June 30, moving the date to July would align the election of officers with the terms of the Board members.

Fiscal Impact

There would be no fiscal impact. The proposed amendment will only impact the timing of existing processes.

4. Career Ladder – Educator Experience

Statement of Purpose

Section 33-1004B, Idaho Code, established the Instructional Staff and Pupil Service Staff Career Ladder used for determining salary based apportionment for the school districts and charter schools for these two categories of staff. The requirements for the Career Ladder start individuals new to teaching in the first cell of the first rung and then move individuals based on their performance and student outcomes. For individuals with previous K-12 teaching experience being placed on the Career Ladder for the first time, they are placed in a cell based on their teaching experience and level of education as it would have been based on the old methodology that determined salary based apportionment for all certificated positions based on experience and level of educational attainment. This placement does not take into account any experience the person may have earned while teaching in a postsecondary setting. The proposed amendment would allow for individuals who started as a K-12 teacher, left to teach at the postsecondary level, and then returned to the K-12 classroom to include their postsecondary teaching experience in their initial placement on the Career Ladder.

Fiscal Impact

The impact would be de minimis to the state. This will impact a small number of individuals resulting in a minimum increase to the calculation of salary based apportionment for instructional staff at the state level. At the local level it will result in a slightly higher apportionment, helping the school district or charter school to recruit and retain individuals with educator experience.

5. School Age – District Flexibility

Statement of Purpose

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Section 33-201, Idaho Code, defines "school age" for the Idaho public school system. Students must fall within this definition to attend public schools in Idaho. The current definition of school allows for exceptions for resident children with disabilities, for all other children the child must be the age of five by the first day of September to enroll in kindergarten and the age of six by the first day of September to enroll in first grade. As written there is no flexibility allowed for students who fall just outside of this age range that parents and schools feel are ready and could benefit from entering school early. The proposed legislation would add language that would allow for a determination at the local level for ~~the~~ a student's readiness to enter kindergarten or first grade and provide some flexibility to the school districts and charter schools. This legislation does not impact the compulsory attendance provision in Idaho Code nor does make kindergarten compulsory. It does provide flexibility at the local level for those parents whose children fall just outside of the September 1 date and would like to enroll their children in public school. Section 33-202, Idaho Code, sets the compulsory attendance requirements for Idaho as ages seven (7) through sixteen (16), inclusively.

Fiscal Impact

There would be a de minimis fiscal impact due to the small number of students that will be impacted and the ~~s~~ State voluntary kindergarten enrollment provisions.

6. School District Boundaries - Elections

Statement of Purpose

Section 33-308, Idaho Code sets out the provisions for annexing and excising territory between school districts. Once the Board approves a request for excision and annexation the proposal is then submitted to the voters that live in the area that is being moved between school districts. In recent years, it has not been uncommon for these requests to affect a small number of students, with a larger perceived property value impact than student impact. The proposed amendment would expand the individuals who are eligible to vote on the request to annex and excise territory to the patrons of the two school districts being impacted rather than only the individuals within the territory being adjusted.

Fiscal Impact

There would be no fiscal impact to the state, the process for reviewing and acting on proposals will stay the same. There could be a small fiscal impact to the county dependent on the number of individuals that vote on the matter, this impact could be positive or negative depending on the turnout for any given election. The county is responsible for verify the individuals eligibility to vote on the matter before them. By expanding the eligible electors to the patrons of both school districts the county would no longer have to verify which electors resided in the just the area being considered for annexation/excision.

7. Professional Studies Loan Program Repeal

Statement of Purpose

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The proposed legislation would repeal Section 33-3720, Idaho Code. This section of code establishes a loan program that is no longer administered and has not been funded in over a decade.

Fiscal Impact

There would be no fiscal impact. This program has not been funded in a number of years and is no longer administered.

8. Educational Interpreter

Statement of Purpose

Chapter 13, Title 33 establishes provisions for educational interpreters. Additionally, Chapter 29, Title 54 sets out licensing requirements for individuals providing interpreting services. Individuals who are providing interpreting services as education interpreters pursuant to the requirements in chapter 13, title 33, are exempt from the licensing requirements in chapter 29, title 54. To qualify for this exemption the individual is required to be interpreting in a kindergarten through grade 12 educational setting. School districts provide educational services to students with disabilities that meet the definition of school age and fall outside of the kindergarten through grade 12 range. In these cases, school districts are required to hire a licensed interpreter at an increased cost. The proposed amendment would change the reference to grade ranges in the education interpreter provisions to the statutorily defined term of "school age." This will allow for school district to use education interpreters for students that fall outside of the grade range while still meeting the school age definition. These students are students with disabilities that the school districts are required to provide services for through the Individuals with Disability Education Act ~~to provide services for~~.

Fiscal Impact

There would be no fiscal impact to the state. Interpreters are hired and funded at the local school level. The amendments could result in cost savings to the school district as educational interpreters are generally hired at a lower rate than licensed interpreters are.

9. Extended Employment Services Program (Submitted by the Division of Vocational Rehabilitation)

Statement of Purpose

The purpose of this legislation is to codify the Extended Employment Services (EES) Program. The legislation would statutorily establish the EES program with a twofold mission: (1) provide work skills training on a short-term bases for Idahoans with the Most Significant Disabilities for whom competitive integrated employment has not been successful due to the specific limitations of their disability or disabilities; and (2) serve Idahoans with the Most Significant Disabilities who require long term supports in order to maintain competitive integrated employment due to the specific limitations of their disability or disabilities. The legislation would further stipulate that the EES program supports Idahoans who are not otherwise eligible for any other public program funding, including Department of Health and Welfare Medicaid Waivers. In other words, the EES

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program would be the payer of last resort and would not supplant or duplicate any other public funding source.

Fiscal Impact

There would be no fiscal impact based on the FY20 EES program appropriation.

10. Career Technical Program Added Cost Funding (Submitted by the Division of Career Technical Education)

Statement of Purpose

The proposed legislation creates a new section of Idaho Code to formalize the existing structure of secondary CTE programs in Idaho, as well as creates a statutory framework outlining how CTE programs are funded. Idaho Code currently identifies the eligibility requirements for a Career Technical School, but does not identify the requirements for CTE programs offered through a comprehensive high school. The proposed legislation will identify the operational requirements for both cluster programs and pathway programs, including both traditional classroom and hybrid delivery models. The proposed legislation will formalize the calculation of base funding for CTE programs, as well as the formula used to calculate additional added-cost funding according to the program type and instructional delivery model.

Fiscal Impact

The General Fund Fiscal Impact for this proposed legislation is zero. The proposed legislation codifies current practices and formalizes the current formula-based approach used to generate added-cost funds for secondary CTE programs.

11. Community College Tuition Cap (Submitted by North Idaho College on behalf of the community colleges)

Statement of Purpose

The proposed legislation would amend Section 33-2110, Idaho Code, removing the maximum tuition cap allowed to be charged by Community Colleges. Currently, code limits Community Colleges to a maximum tuition of \$2,500 per annum, which equates to an effective per credit cost of \$104.17. Removing the tuition cap will allow the locally elected Boards of Trustees for each Community College to continue to set tuition and use student tuition as one part of the equation to fund quality higher education at each college. Current resident in-district tuition is close to the statutory cap at the Community Colleges. For example, at North Idaho College, resident in-district-tuition is \$101.50 per credit allowing only \$2.67 or an additional 2.6% until reaching the current maximum cap allowed per Code.

Fiscal Impact

The proposed amendments would remove the tuition cap that can be collected by Community Colleges. —Without the amendment, Community Colleges will need to rely more on state funding and local taxing district support to fund operations. For North Idaho College, the change would create additional tuition of \$152,052.27 assuming a 3% tuition increase and a current tuition rate of \$104.17 per credit.

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12. Preceptor Tax Credit (Submitted by Idaho State University)

Statement of Purpose

In recognition of the difficulty in finding clinical training sites in health professions education, a professional association approached ISU to request State Board of Education support for proposed legislation during the 2020 legislative session. This legislation would provide a tax credit to those clinicians (preceptors) who provide preceptorships, without compensation, to Idaho students whose field of study supports the primary care workforce. Preceptors who are training Idaho learners in: graduate medical education (i.e. physician residency training), pharmacy, physician assistant, advanced practice registered nursing (i.e. nurse practitioners), and clinical psychopharmacology programs would qualify for the proposed tax credit. Several states have implemented these programs. The laws vary in the types of preceptors included and the amount of the tax incentive. Adjudication of the time spent precepting is typically performed by the academic institution. Draft legislation is not yet available for Idaho, but will be later in the summer.

Rationale

- Idaho continues to be an underserved state for primary care;
- This legislation may allow more students to do their clinical work in Idaho and encourage them to stay in Idaho to practice;
- With Medicaid expansion the need for primary care practitioners is growing;
- The cost of preceptors is growing and without an alternative these costs will become an additional cost to students.

Fiscal Impact

A potential fiscal scenario would be: a clinical preceptor shall be allowed a tax credit of \$1000.00 for each one hundred hours of preceptor instruction; however, the credit allowed shall not exceed \$3000 during any taxable year. If, 300 uncompensated preceptors in Idaho all claimed an average of a \$2000 credit there would be a \$600,000 impact to the state general fund. The number of preceptors who would take advantage of the tax credit is unknown at this time.

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As private institutions are paying or planning on paying for preceptors the alternative to this credit could be an increase in needed state general funds for preceptors in order to maintain an adequate pool. The fiscal impact of this tax credit would help offset this need.

13. ~~State Classified Staff Autonomy~~ Higher Education Personnel Management
(Submitted by Idaho State University on behalf of Lewis-Clark State College and Boise State University)

Statement of Purpose

Currently Section, 67-5303(j), Idaho Code, defines "faculty," "officers," "professional staff" and positions at the agencies and postsecondary institution under the State Board of Education's governance and who receive an annual salary equivalent to three hundred fifty-five (355) Hay points as non-classified. The proposed legislation would expand this provision and define all staff at Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho as non-classified staff and would remove employees of these institutions from the authority of the Division of Human Resources that governs the classified employment system in Idaho. The proposed legislation would not change the current universities' practice with retirement plans. Staff positions receiving an annual salary of less than the equivalent of the Step "A" of the pay grade equivalent to three hundred fifty-five (355) Hay points would participate in PERSI and staff receiving an annual salary of more than the equivalent of the Step "A" of the pay grade equivalent to three hundred fifty-five (355), unless otherwise vested in PERSI, would participate in the Board's Optional Retirement Plan. Further amendments would provide that the State Board of Education would determine compensation and compensatory time for all University institution employees; remove the requirement that the State Controller's Office approve the institutions system for maintaining personnel records; and exempt institution staff from the requirement that awards given to staff pursuant to Section 59-1603(8), Idaho Code, be done so in accordance to rules promulgated by the Division of Human Resources. The proposed amendments would impact the following sections of Idaho Code: 33-107A, 59-1603, 59-1607, and 67-5303.

Fiscal Impact

The proposed legislation would have limited fiscal impact to the State of Idaho, rather the legislation adjusts human resource management and practices for Boise State University, Idaho State University, and Lewis and Clark State College. The legislation provides that current classified employees, and any future employees hired who meet the equivalent pay definition of a current classified employee, would remain in the PERSI system rather than the Optional Retirement Plan, resulting in no fiscal impact to the PERSI or the Optional Retirement Plan. This legislation does not have any effect on health insurance enrollment from the colleges and universities.

Currently, Boise State University, Idaho State University, and Lewis-Clark State College pay an ongoing fee to the Idaho Division of Human Resources based on a percentage of classified employee salaries. Boise State University and Idaho State University fees to DHR equal 0.306% of classified employee payroll, while the corresponding fee at Lewis and Clark State College equates to 0.5535% of classified employee salaries. The following table outlines the approximate annualized fees paid by each institution to the

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Division of Human Resources. These funds would be retained by the institution and the annual budget of the Idaho Division of Human Resources would have to be adjusted to reflect the ~~deficit this would create for~~ **reduction in** their operating budget.

All employees of the University of Idaho and the community colleges are already exempt from Division of Human Resource management. This bill creates uniformity in how institutions governed by the State Board of Education are treated, recognizes that education and student services have fundamentally different functions in contrast to most state agencies, and provides consistency, flexibility, and greater efficiency in how the universities manage their workforce.

Institution	Number Classified Employees	of Annualized Classified Payroll	DHR Annual Fee
Idaho State University	579	\$18,140,422	\$55,510
Boise State University	519	\$17,275,729	\$52,864
Lewis and Clark State College	120	\$3,810,970	\$21,094

14. Lewis-Clark State College Program Expansion (Submitted by Lewis-Clark State College)

Statement of Purpose

Section 33-3101, Idaho Code, currently limits offerings at Lewis-Clark State college to instruction in four (4) year college courses in science, arts and literature, and such courses or programs as are usually included in liberal arts colleges leading to the granting of a baccalaureate degree and career technical education courses or programs of less than four (4) years. The proposed amendments would remove the restrictions and allow the college to offer such programs as the State Board of Education may approve.

Fiscal Impact

The fiscal impact is indeterminate at this time. The State Board of Education program approval process requires institutions to provide evidence of program need and costs when considering the approval of new programs. Any program that demonstrates a high regional or state need may result in the shifting of existing funds from lower priority programs to cover new program costs, and/or a request for new funds through the state appropriation process, and/or the creation of a self-support program fee or increase in general tuition and fees to cover associated costs. New costs ~~could~~ be offset by the increased enrollment derived from participants in new programs, that may not otherwise enroll at Lewis-Clark State College.

The fiscal impact would vary based on the program. However, broadly speaking, administrative and support structures are in place; with primary program expenses likely associated with personal (i.e., faculty). Reallocation of existing resources will be the first source of new program support funds.

COLLEGE OF SOUTHERN IDAHO

SUBJECT

Non-Traditional Route to Teacher Certification - Mastery-Based

REFERENCE

October 2017	Board approved concept of mastery-based pathway for teacher certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification.
April 2018	Board approved the College of Southern Idaho's Alternative Authorization-Content Specialist, Mastery-Based Route to Teaching Program

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1201 – 33-1207, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment – Objective B: Alignment and Coordination. Goal 4: Workforce Readiness – Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

In August 2016 the Board considered the problem of educator supply throughout the state and determined that a broad group of stakeholders impacted by the pipeline should be brought together to form comprehensive recommendations to address Idaho's educator pipeline. At the April 2017 Board meeting, members received an update on the work of the Educator Pipeline Work Group, and reviewed the initial recommendations.

One specific recommendation was to develop a "mastery-based" preparation program that would be more flexible than current routes to certification, and would account for experience and pre-existing knowledge resulting in lower costs and shorter preparation time. Such a route to certification, Mastery-Based Alternative Authorization, was presented at the October 2017 Board meeting and received approval.

In April 2018, the College of Southern Idaho brought forward a proposal to the Board to offer the alternate route program; specifically to make a contribution to the exceptional teacher shortages present in Region 4 districts. The program was presented and approved as a mastery-based program to serve Alternative Authorization-Content Specialist candidates. The program is completing its first year, with an inaugural cohort of 26 candidates primarily located in districts throughout Region 4. The program is poised to double in size for the 2019-2020 cohort.

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Throughout this first year, it has become clear that the program could better serve Region 4 and outlying rural districts by being more proactive in partnering with districts. The current model, Content Specialist, allows the program to work only with candidates who have already been hired and are serving as the teacher of record. In alignment with the Teacher Pipeline Committee Recommendations from April 2017, rural districts and areas experiencing critical teacher shortages need an avenue to “Grow Your Own” teachers from members within their communities.

The College of Southern Idaho (CSI) is requesting approval from the Board to be designated as a Non-Traditional Route to Teacher Certification as described in IDAPA 08.02.02.042.03. This change from a Content Specialist-only program to a Non-Traditional program does not require any substantive change; but would allow CSI to partner with districts to identify and train candidates through a residency and/or internship while completing the program. Candidates would have the opportunity to better prepare for the classroom without the pressure of concurrently serving as the teacher of record, and districts could begin initiating prospective teachers up to two years in advance of anticipated vacancies. Such a model would not only alleviate the pressure of last minute, untrained hires, but also empower districts to begin building and filling their own teacher pipelines to address areas of consistent need.

Pursuant to IDAPA 08.02.02.100.02, a non-traditional route to teacher certification program must include, at a minimum, the following components:

- a. Pre-assessment of teaching and content knowledge;
- b. An academic advisor with knowledge of the prescribed instruction area;
- c. Exams of pedagogy and content knowledge; and
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel.

Attachment 1 identifies the current program’s alignment to current certification standards. Attachment 2 aligns the current program with the requirements of a Non-Traditional Route to Teacher Certification, also comparing other Idaho programs that currently hold this designation for reference.

IMPACT

The area in which CSI is located is experiencing the greatest teacher shortage across the state. Both lawmakers and school leaders from Region 4 have expressed a desire for the college to become more active in assisting with quality preparation of teaching candidates. Designation CSI’s Mastery-Based Program from Content Specialist-only to Non-Traditional will expand the services the college will be able to offer this area.

ATTACHMENTS

Attachment 1 – CSI Alternate Authorization - Content Specialists, Mastery-Based

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program proposal (April 2018)

Attachment 2 – IDAPA Requirements for Non-Traditional Program aligned to CSI's current Mastery-Based program.

Attachment 3 – Program Letter of Support

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are typically conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are highly effective, prepared to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The Commission reviewed and recommended the CSI program for Board approval as an alternative route at its April 6, 2018 meeting. Initial feedback from school district administrators has been positive. Since this original approval, Lewis-Clark State College has also submitted a proposal for approval of a mastery-based alternate route to certification. The Commission has reviewed this proposal and while they agreed the program met the same standards as the College of Southern Idaho's program they have indicated that these programs would be a better fit as non-traditional programs. Approval as a non-traditional program will allow for these programs to be more proactive in working with individuals that school districts or charter schools have identified that would be a good fit for the classroom and allow them to enter the program and receive training prior to entering the classroom. Lewis-Clark State College's program is being brought forward from the Professional Standards Commission on the Department of Education's portion of the agenda.

Staff recommends approval.

BOARD ACTION

I move to approve the request by College of Southern Idaho to expand the college's Mastery-Based Alternate Route to Teacher Certification program to a Non-Traditional Route to Teacher Certification under the same conditional approval as the original program. Full approval is contingent on the evaluation of program complete effectiveness.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: College of Southern Idaho Date of Submission January, 2018

Program Name: Alternate Authorization Certification Certification & Endorsement

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?

Yes X No

If yes, on what date was the Proposal Form submitted to the State Board of Education?

Section I: Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Performance	Coursework Modules/Danielson Framework (CSA)
Standard 1 Learner Development- The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Performance- 1. (a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development 2. (b) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. 3. (c) The teacher creates developmentally appropriate instruction that takes into account	Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences. The teaching candidate: 1. Draws on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks

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	<p>individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>Knowledge</p> <p>1. (d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes- and knows how to use instructional strategies that promote student learning.</p> <p>2. (e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>3. (f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>4. (g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>Disposition-</p> <p>1. (h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p> <p>2. (i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p>	<p>resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences. (1b) (INTASC Standard 9 Embedded)</p> <p>3. Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) (INTASC Standard 10 Embedded)</p> <p>Example Assessment (INTASC Standard 1)- The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level. Submission Artifacts-video and lesson plan</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16- 19)</p>
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	<p>3. (j) The teacher takes responsibility for promoting learners' growth and development.</p> <p>4. (k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>	
<p>Standard 2 Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Performance-</p> <p>1. (a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2. (b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>3. (c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>4. (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>5. (e) The teacher incorporates tools of language development into planning and instruction, including</p>	<p>Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p> <p>The teaching candidate:</p> <p>1. Draws upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2l; 2j; 2l; 2m; 2o) (INTASC Standard 9 Embedded)</p> <p>2. Assists diverse learners in processing information and develop skills, incorporating multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p) (INTASC Standards 9 and 10 Embedded)</p>

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	<p>strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>6. (f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>Knowledge-</p> <p>1. (g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2. (h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>3. (i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>4. (j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>5. (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</p>	<p>3. Uses information on learners’ language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m 2o; 8p)</p> <p>4. Includes multiple perspectives in the presentation and discussion of content that include each learner’s personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) (INTASC Standard 9 Embedded)</p> <p>5. Applies interventions, modifications, and accommodations based on IEPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Uses information on learners’ language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (INTASC Standard 9 Embedded)</p> <p>7. Follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g) (INTASC Standard 9 Embedded)</p> <p>Module 1- Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) Example Assessment (INTASC Standard 2)- The teacher candidate develops differentiated instruction over a series of lessons for an individual student or small group of students who vary culturally/linguistically or have special needs. The evaluation is based on the candidate’s plan, his/her enactment of the plan, his/her assessment of the plan, and the</p>
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	<p>Disposition-</p> <p>1. (l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2. (m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>3. (n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>4. (o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>	<p>student response. The lesson should provide ample evidence of differentiation for individual students through adaptations to the materials, instruction, and assessment of students. Submission Artifacts- Lesson Plans and Individual Student Growth Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16-19)</p>
<p>Standard 3 Learning Environments - The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Performance-</p> <p>1. (a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>2. (b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3. (c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous</p>	<p>Module 3- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)- Aligns with INTASC Standard 3</p> <p>The teaching candidate:</p> <p>1. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) (INTASC Standards 9 and 10 Embedded)</p>

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	<p>academic discussions, and individual and group responsibility for quality work.</p> <p>4. (d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>5. (e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>6. (f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>7. (g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>8. (h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p>Knowledge-</p> <p>1. (i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p>	<p>Module 3- Safe, Respectful, Supportive, Challenging Learning Environment (Creating an Environment that Fosters College and Career Ready Skills) Example Assessment (INTASC Standard 3)- The teacher candidate creates a learning community plan where the physical space of the classroom is organized and detailed, and classroom management policies and procedures are detailed. The evaluation is based on the effectiveness of the physical space and that the classroom policies and procedures allow all students to be valued and treated equitably. The artifacts should also provide evidence that students and teacher demonstrate genuine caring and respect for one another. Submission Artifacts- Classroom Organization (including physical space), Classroom Management Plan and Expectations, and Classroom Climate Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p> <p>Module 2- Classroom Management Module (Creating a Learning Environment for All Learners)-Aligns with INTASC Standard 3</p> <p>1. Sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f; 3r) (INTASC Standard 10 Embedded)</p> <p>3. Manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote</p>
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	<p>2. (j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3. (k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>4. (l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>5. (m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p>Disposition-</p> <p>1. (n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>2. (o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3. (p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p>	<p>learner engagement and minimize loss of instructional time. (3d; 8n) (INTASC Standard 10 Embedded)</p> <p>4. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) (INTASC Standard 10 Embedded)</p> <p>5. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) (INTASC Standard 10 Embedded)</p> <p>6. Provides opportunities for learners to use interactive technologies responsibly. (3g; 3m) (INTASC Standard 9 Embedded)</p> <p>Module 2 - Classroom Management (Creating a Learning Environment for All Learners) Example Assessment (INTASC Standard 3)- The teacher candidate leads a repeated activity during a portion of the class. The evaluation should be based on the teacher candidate's ability to provide clear directions, manage transitions and student movement, use proactive classroom management strategies, and efficiently engage students in classroom activities. The teacher candidate should demonstrate strong relationships with students, decisive leadership in managing the classroom, the ability to implement organizational routines and procedures, and the skill to respond flexibly to the unexpected. Submission Artifact- Video and Reflection Document</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p>
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	<p>4. (q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>5. (r) The teacher is a thoughtful and responsive listener and observer.</p>	
<p>Standard 4 Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Performance-</p> <p>1.(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>2. (b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>3. (c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4. (d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>5. (e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p>	<p>Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5</p> <p>The teaching candidate:</p> <p>1. Uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (4a; 4j; 4n; 4r; 8e) (INTASC Standard 10 Embedded)</p> <p>2. Engages learners in applying methods of inquiry used in the discipline. (4c) (INTASC Standard 10 Embedded)</p> <p>3. Links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r) (INTASC Standard 10 Embedded)</p> <p>4. Draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r 9d) (INTASC Standard 10 Embedded)</p> <p>5. Accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and</p>

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	<p>6. (f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>7. (g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>8. (h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>9. (i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>Knowledge-</p> <p>1. (j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>2. (k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>3. (l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p>	<p>academic language that is clear, correct and appropriate for learners. (4h; 4j; 4l; 5i)</p> <p>6. Consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g) (INTASC Standards 9 and 10 Embedded)</p> <p>7. The teacher models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)</p> <p>Module 4- Student Intellectual Engagement (Differentiation and Application of Content) Example Assessment (INTASC Standards 4 and 5)- The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills. Submission Artifacts- Lesson Study Reflection Presentation and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 24- 26)</p>
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	<p>4. (m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>5. (n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p>Disposition-</p> <p>1. (o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>2. (p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>3. (q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4. (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p>	
<p>Standard 5 Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving</p>	<p>Performance-</p> <p>1. (a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p>	<p>Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5</p> <p>The teaching candidate:</p> <p>1. Helps learners see relationships across disciplines by making connections between curriculum materials in a content area and</p>

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<p>related to authentic local and global issues.</p>	<p>2. (b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>3. (c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>4. (d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5. (e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>6. (f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>7. (g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>8. (h) The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>related perspectives from another content area or areas. (5i; 5j) (INTASC Standard 10 Embedded)</p> <p>2. Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (INTASC Standards 9 and 10 Embedded)</p> <p>3. Engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)) (INTASC Standard 10 Embedded)</p> <p>4. Engages learners in applying content knowledge and skills in authentic contexts. (5b) (INTASC Standard 10 Embedded)</p> <p>5. Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l) (INTASC Standard 9 Embedded)</p> <p>6. Structures interactions among learners and with local and global peers to support and deepen learning. (5p) (INTASC Standard 10 Embedded)</p> <p>7. Engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (INTASC Standard 10 Embedded) (5e; 5h; 5n; 8h)</p>
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	<p>Knowledge-</p> <p>1. (i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>2. (j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>3. (k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>4. (l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5. (m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>6. (n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p>	<p>Module 4- Student Intellectual Engagement (Differentiation and Application of Content)</p> <p>Example Assessment (INTASC Standards 4 and 5)-</p> <p>The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.</p> <p>Submission Artifacts- Lesson Study Reflection Presentation and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 27- 29)</p>
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	<p>7. (o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>8. (p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p> <p>Disposition-</p> <p>1. (q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>2. (r)The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>3. (s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>	
<p>Standard 6 Assessment</p> <p>- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making for teachers and learners</p>	<p>Performance-</p> <p>1. (a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>2. (b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p> <p>1. Uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) (INTASC Standards 9 and 10 Embedded)</p>

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	<p>3. (c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>4. (d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>5. (e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6. (f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>7. (g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>8. (h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>9. (i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>2. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.(6j; 6k; 6v) (INTASC Standard 9 Embedded)</p> <p>3. Participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data.(6c) (INTASC Standards 9 and 10 Embedded)</p> <p>4. Engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>6. Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) (INTASC Standard 10 Embedded)</p> <p>8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u) (INTASC Standard 9 Embedded)</p>
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	<p>Knowledge-</p> <p>1. (j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>2. (k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>3. (l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>4. (m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>5. (n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6. (o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>7. (p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>	<p>9. Differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.(6k) (INTASC Standard 9 Embedded)</p> <p>10. Makes digital and/or other records of learner performance so that s/he can monitor each learner's progress.(6i) (INTASC Standard 9 Embedded)</p> <p>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)</p> <p>Example Assessment (INTASC Standard 6)-</p> <p>The teacher candidate will conduct a series of formative assessments associated with a sequence of lessons designed to elicit the higher level thinking skills of the students. Components must include the selection of short and long-term learning goals referenced to an external benchmark, eliciting and interpreting individual student's thinking, recognizing common patterns of student thinking, providing oral and written feedback to students, and identifying and implementing an instructional response or strategy in response to common student thinking. Evaluation should be based on the teacher candidate's ability to accurately describe their students' development of higher level thinking skills over a specified period of time.</p> <p>Submission Artifacts- Student and Teacher Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 30- 33)</p>
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	<p>Disposition-</p> <ol style="list-style-type: none"> 1. (q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning. 2. (r) The teacher takes responsibility for aligning instruction and assessment with learning goals. 3. (s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. 4. (t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. 5. (u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. 6. (v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. 	
<p style="text-align: center;">Standard 7 Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,</p>	<p>Performance-</p> <ol style="list-style-type: none"> 1. (a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. 	<p>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p> <ol style="list-style-type: none"> 1. Plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes

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<p>cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>2. (b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>3. (c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>4. (d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>5. (e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>6. (f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</p> <p>Knowledge-</p> <p>1. (g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>2. (h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p>	<p>content relevant to learners. (7a; 7c; 7k) (INTASC Standard 10 Embedded)</p> <p>2. Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g) (INTASC Standard 10 Embedded)</p> <p>4. Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p) (INTASC Standard 9 Embedded)</p> <p>5. Integrates technology resources into instructional plans. (7k; 7m; 8o; 8r)</p> <p>6. Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n) (INTASC Standards 9 and 10 Embedded)</p> <p>7. Uses data from formative assessments to identify adjustments in planning. . (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p> <p>8. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p>
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	<p>3. (i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>4. (j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>5. (k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>6. (l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7. (m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p>Disposition-</p> <p>1. (n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>2. (o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p>	<p>9. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>10. Uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. (7o; 7q) (INTASC Standards 9 and 10 Embedded)</p> <p>11. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q)</p> <p>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy) Example Assessment (INTASC Standard 7)- The teacher candidate will plan a complete unit of instruction for high student engagement. Such units may include discussions, project-based learning, inquiry-based learning, and/or cooperative learning, among other instructional strategies. This task addresses several teaching practices including designing a sequence of lessons towards a specific learning goal; appraising, choosing, and modifying tasks and texts for a specific learning goal; and setting long- and short-term learning goals for students. Evaluation should be based on the teacher candidate's ability to work collaboratively, plan multiple lessons, create classroom activities, and design new strategies. Submission Artifacts- Unit Plan</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 34- 37)</p>
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	<p>3. (p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>4. (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	
<p style="text-align: center;">Standard 8 Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Performance-</p> <p>1. (a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>2. (b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>3. (c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>4. (d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>5. (e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p>	<p>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p> <p>1. Directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k) (INTASC Standard 10 Embedded)</p> <p>2. Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (7j; 8b; 8l; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)</p> <p>4. The teacher integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Seeks assistance in identifying general patterns of need in order to support language learners. (8k; 8m) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the</p>

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	<p>6. (f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>7. (g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8. (h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>9. (i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>Knowledge-</p> <p>1. (j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>2. (k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>3. (l) The teacher knows when and how to use appropriate strategies to differentiate instruction and</p>	<p>trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r) (INTASC Standards 9 and 10 Embedded)</p> <p>7. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q) (INTASC Standards 9 and 10 Embedded)</p> <p>8. Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q) (INTASC Standard 10 Embedded)</p> <p>9. Prepares (as appropriate to the learning objective) learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills. (4j) (INTASC Standard 10 Embedded)</p> <p>10. Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q) (INTASC Standard 10 Embedded)</p> <p>11. Integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standard 9 Embedded)</p> <p>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy) Example Assessment (INTASC Standard 8)- The teacher candidate plans and leads a large group discussion. Evaluation should be based on the teacher candidate's ability to</p>
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	<p>engage all learners in complex thinking and meaningful tasks.</p> <p>4. (m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>5. (n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>6. (o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p>Disposition-</p> <p>1. (p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>2. (q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>3. (r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>4. (s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	<p>engage students, ask questions, and guide the discussion towards a desired curricular outcome.</p> <p>Submission Artifacts- Lesson Plan and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 37- 40)</p>
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<p style="text-align: center;">Standard 9 Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Performance-</p> <ol style="list-style-type: none"> 1. (a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. 2. (b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. 3. (c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. 4. (d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. 5. (e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. 6. (f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. 	<p>Modules 1-5-Embedded in Identified Course Modules</p> <p>The teacher candidate:</p> <ol style="list-style-type: none"> 1. Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5) 2. Completes professional learning processes and activities required by the state in order to meet recertification or re-licensure requirements. (9b; 9k; 9nl; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5) 3. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d) (Embedded in Module 5) 4. Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l) (Embedded in Module 5) 5. Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) (Embedded in Modules 4 and 5) 6. Gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet
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	<p>Knowledge-</p> <p>1. (g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>2. (h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>3. (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>4. (j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>5. (k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p>Disposition-</p> <p>1. (l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p>	<p>learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) (Embedded in Module 5)</p> <p>7. Acts in accordance with ethical codes of conduct and professional standards. (9o) (Embedded in Module 5)</p> <p>8. Complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o) (Embedded in Module 3)</p> <p>9. Accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o) (Embedded in Module 5)</p> <p>10. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (f) (Embedded in Modules 3, 4, and 5)</p> <p>11. Recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions.(4q; 9e; 9m) (Embedded in Modules 2 and 5)</p> <p>12. Accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e) (Embedded in Modules 1, 4, and 5)</p> <p>13. Reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l) (Embedded in Modules 1, 4, and 5)</p> <p>Modules 1-5-Embedded in Course Modules Identified Above Example Assessment (INTASC Standard 9)- The teacher candidate video records a 12-15 minute segment of teaching, analyzes it, and writes a reflective paper. Evaluation should include the teacher candidate's ability to collect a teaching video, accurately and objectively describe student</p>
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	<p>2. (m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>3. (n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>4. (o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>	<p>behavior, make inferences about teaching, and adjust teaching strategies based on an analysis of data. Submission Artifacts- Video and Reflective Paper</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 41- 44)</p>
<p style="text-align: center;">Standard 10 Leadership and Collaboration</p> <p>-The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Performance-</p> <p>1. (a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p>2. (b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>3. (c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p>	<p>Modules 1-5-Embedded in Identified Course Modules</p> <p>The teacher candidate:</p> <p>1.Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) (Embedded in Modules 4 and 5)</p> <p>2. Participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) (Embedded in Module 2)</p> <p>3. Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) (Embedded in Module 5)</p>

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	<p>4. (d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>5. (e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>6. (f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>7. (g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>8. (h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>9. (i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10. (j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>11. (k) The teacher takes on leadership roles at the school, district, state, and/or national level and</p>	<p>4. Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>5. Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>6. Makes practice transparent by sharing plans and inviting observation and feedback. (10r) (Embedded in Modules 1, 4, and 5)</p> <p>7. Works to improve practice through action research. (10h) (Embedded in Modules 1, 3, 4, and 5)</p> <p>Modules 1-5-Embedded in Course Modules Identified Above Example Assessment (INTASC Standard 10)- The teacher candidate will plan and conduct a meeting with a parent or guardian. Evaluation should be based on the teacher candidate's ability to clearly communicate student performance, use evidence to support said description, recommend an approach for improving student performance, and suggest parental strategies for supporting the approach. Submission Artifacts- Video Student Work Samples and Evaluation</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 45- 47)</p>
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	<p>advocates for learners, the school, the community, and the profession.</p> <p>Knowledge-</p> <p>1. (l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>2. (m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>3. (n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>4. (o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p> <p>Disposition-</p> <p>1. (p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>2. (q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p>	
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	<p>3. (r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>4. (s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>5. (t) The teacher embraces the challenge of continuous improvement and change.</p>	
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Section II: New Program Requirements

This is a Competency - based teacher preparation program. Candidates organized in a revolving cohort will have access to the following five modules. Regardless of participation in the cohort, however, to complete the “pedagogical assessment” portion of the program all assessments related to each of the modules must be passed:

Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment)

Module 2- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)

Module 3- Classroom Management Module (Creating a Learning Environment for All Learners)

Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)

Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)

In addition to completion of the pedagogical assessment, to qualify for full certification a candidate must also complete the assessment of content knowledge (Praxis II) and the state’s common summative performance assessment using the Framework for Teaching.

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IDAPA Requirements for Alternative Authorization - Content Specialist	Board Approved Mastery-Based Alternate Authorization Program for Content Specialists	College of Southern Idaho's Alternate Authorization Program for Content Specialists
<p>a. Initial Qualifications</p> <p>a) A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion.</p> <p>b) The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.</p>	<p>Candidate must hold a baccalaureate degree at minimum.</p> <p>Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.</p>	<p>Candidate must hold a baccalaureate degree at minimum.</p> <p>Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.</p>
<p>b. Alternative Route Preparation Program—College/University Preparation or Other State Board Approved Certification Program.</p> <p>a) At the time of authorization, a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;</p>	<p>At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.</p>	<p>At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.</p>
<p>b) The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;</p> <p>c) At the time of authorization, the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved</p>	<p>The candidate must complete a minimum of five (5) self-paced, online pedagogy modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization.</p> <p>At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of</p>	<p>Begin modules and or enroll in cohort to complete all of the pedagogy assessments. At any time, the individual may choose to proceed directly to the Pedagogy Assessment portion of the modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered on a rotating basis, fall, spring, summer, fall, spring, and will allow a candidate to enroll in up to two modules at a given time.</p> <p>Candidates will need to take the Praxis. If they do not pass, they will need to access content based courses to gain the knowledge needed to pass the Praxis exam. At the time of authorization, and individualized learning plan</p>

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certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;	the individualized learning plan annually as one (1) condition for annual renewal <i>and/OR pass all content, pedagogy and performance</i> assessment to receive a recommendation for certification.	will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal <i>and/OR pass all content, pedagogy and performance</i> assessment to receive a recommendation for certification.
d) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and	The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance and application of pedagogy throughout the program.	Once a candidate chooses to move to the Pedagogy Assessment portion of the modules, a minimum of two alternate authorization certification program evaluators will review the candidate's submitted artifacts for that module and will determine whether it meets competency. If it does not, detailed feedback will be provided. Additionally, if the module is not successfully passed, the candidate will have to pay for the module again, to submit artifacts in order to demonstrate competency for a particular module and have that re-evaluated by the alternate authorization certification program evaluators.
e) Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i> .	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i> .

College Chair/Director/Dean (Institution): _____

Date: _____

Graduate Chair/Director/Dean or other official (Institution; as applicable): _____

Date: _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

ATTACHMENT 2

**COLLEGE OF SOUTHERN IDAHO REQUEST FOR BOARD APPROVAL
NON TRADITIONAL PROGRAM
IDAPA 08.02.02.042.03 AND 08.02.02.100.02**

IDAPA Requirements for Non-Traditional Route to Teacher Certification	College of Southern Idaho's Board-Approved Alternate Route to Certification (Currently for Content Specialists ; requesting additional approval as a Non Traditional Program)	NOTE: All adjustments needed for CSI's current Content Specialist Program to meet Board-approval as a Non-Traditional Program are non-substantive, and precedent has already been set by ABCTE and the <i>Teach For America</i> Program
<p>08.02.02.042.03. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)</p> <p>a) Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification.</p>	<ul style="list-style-type: none"> Candidate must hold a baccalaureate degree at minimum. Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge. 	<p>Requesting Board approval to be included as a Non-Traditional Program.</p> <p>No changes need to be made to CSI's currently approved program for Content Specialists.</p> <p>In attaining status as a non-traditional route, CSI could work more closely with districts in Region IV to proactively recruit for hard-to-fill positions, and begin training candidates prior to becoming teacher-of-record. Candidates would first complete Module One and take the Praxis. They would then be placed in a residency with partner districts. Consistent with the intent of the CSI program, pedagogical content is not only taught, but implemented and reflected upon in real classroom settings. The goal would be for candidates to remain in the residency for a two-year period in which they could work closely with building leaders and mentors to develop proficiency. Successfully completing the Idaho Common Summative Assessment, in conjunction with passing all pedagogical performance assessments, candidates could earn full certification.</p>
<ul style="list-style-type: none"> To complete this non-traditional route, the individual must: <ul style="list-style-type: none"> i) Complete a Board approved program; ii) Pass the Board approved pedagogy and content knowledge exams; and iii) Complete the Idaho Department of Education background investigation check. 	<ul style="list-style-type: none"> The Idaho Board of Education approved CSI's competency-based preparation program in April 2018 Candidates will take the Praxis (content knowledge). If they do not pass, they will need to access content based courses to gain the knowledge needed to pass the Praxis exam. Begin modules and/or enroll in cohort to complete all of the pedagogy assessments. At any time, the individual may choose to proceed directly to the Pedagogy Assessment portion of the modules. A consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel and the candidate shall be placed with the partner school district for a teaching residency. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, 	<p>In necessary situations, districts could hire candidates as teacher-of-record and, in this case, the candidate would apply for an interim certificate. The modules, mentoring, and performance assessments would remain in place as currently structured for the Content Specialist program.</p>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

ATTACHMENT 2

COLLEGE OF SOUTHERN IDAHO REQUEST FOR BOARD APPROVAL
NON TRADITIONAL PROGRAM
IDAPA 08.02.02.042.03 AND 08.02.02.100.02

	<p>which will include feedback and reflection,</p> <ul style="list-style-type: none"> All candidates must pass the Idaho Department of Education background investigation check prior to applying for Interim Certification. 	<p>Precedent has already been set for Board approval of models that are similar (as well as far less rigorous) through approval of both the Teach For America program (TFA) and ABCTE.</p>
<p>c) Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate.</p>	<ul style="list-style-type: none"> Should a candidate be hired as teacher of record in place of a teaching residency, The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered on a rotating basis, fall, spring, summer, fall, spring, and will allow a candidate to enroll in up to two modules at a given time. Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i>. At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal and/OR pass all content, pedagogy and performance assessment to receive a recommendation for certification. Consistent with Board approval granted in October 2017, the required point total on the Uniform Content Rubric in conjunction with no less than two years of successful teaching and student achievement while on an interim certificate may be accepted in lieu of successfully passing the Praxis exam. 	<ul style="list-style-type: none"> The TFA model requires candidates to complete an Institute and pass the Praxis. They then work with candidates to secure an interim license to serve as teacher-of record. After 2-years of ongoing support, pedagogical content, and proof of performance through creating portfolios (and receiving approval from their school leader and mentor teacher), TFA signs off. ABCTE allows for an interim certificate to be earned without any institute, coursework, or assessment of disposition. Candidates earn full certification after two years of practice assuming the district attests to providing mentor support. No unbiased third party verifies performance in order for candidates to earn full certification.
<p>d) Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term.</p> <p>e) Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements</p>		

08.02.02.100.02. Non-Traditional Teacher Preparation Program. The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the following components:

**COLLEGE OF SOUTHERN IDAHO REQUEST FOR BOARD APPROVAL
NON TRADITIONAL PROGRAM**

IDAPA 08.02.02.042.03 AND 08.02.02.100.02

- a. Pre-assessment of teaching and content knowledge;
- b. An academic advisor with knowledge of the prescribed instruction area;
- c. Exams of pedagogy and content knowledge; and
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel.

LANCE W. CLOW
District 24
TWIN FALLS COUNTY

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COMMITTEES
EDUCATION
BUSINESS
LOCAL GOVERNMENT

House of Representatives State of Idaho

May 31, 2019

Idaho State Board of Education
650 West State Street
Boise, ID 83702

Re: Letter of Support – College of Southern Idaho Non-Traditional Route to Teaching

Members of the Board,

The College of Southern Idaho has been actively partnering with Region 4 school districts to help alleviate the critical teacher shortage in the Magic Valley. CSI's current program of mastery-based preparation for Content Specialists has provided training and support for more than twenty teachers through the 2018-19 school year and is poised to double in the 2019-20 school year.

I would like to voice my support for expanding the program to allow for a Non-Traditional Route to Teaching. The goal would be to enhance the number of teachers in Region 4 districts who enter the pipeline. This would allow CSI to proactively partner with districts to identify and train candidates through an internship, learning the craft of teaching without the pressure of concurrently serving as the teacher of record. It is my understanding that CSI has to turn away passionate candidates who do not currently hold a Bachelor's degree.

Expanding what CSI currently offers, to provide for a Non-Traditional route to teaching, will provide more opportunities to enter the teaching profession. Such a model would be attractive to candidates who currently do not hold a bachelor's degree. This model would be of interest to para-educators, substitute teachers and parent volunteers. These modifications would provide opportunities for rural districts to work with CSI to develop "Grow Your Own" teaching programs. These enhancements would empower districts to begin building and filling their own teacher pipelines to address areas of consistent need.

Sincerely,

A handwritten signature in blue ink, reading "Lance W. Clow".

Lance W. Clow
Chairman House Education Committee

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2019

BOISE STATE UNIVERSITY

SUBJECT

Arena Naming Rights

REFERENCE

June 2014

Board approved Boise State University's request to enter a naming agreement with Albertson's to name the Boise State University stadium "Albertsons Stadium."

January 2018

Board approved University of Idaho's request to enter into a naming agreement with ICCU for the ICCU arena project.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.K., V.C. and V.I.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: EDUCATIONAL ATTAINMENT, Objective C: Access

BACKGROUND/DISCUSSION

In 2004, Boise State University entered into a fifteen year naming rights agreement with ES-O-EN Corp., a franchisee of Taco Bell, for naming rights for the facility currently known as the Taco Bell Arena. That agreement will expire in June of 2019.

Boise State University has been in negotiations with ExtraMile, a Chevron convenience store franchise, for naming rights and an advertising agreement for the arena. Pursuant to the proposed agreement, the Taco Bell Arena will be renamed "ExtraMile Arena" for the fifteen year term of the agreement.

As outlined in the proposed agreement (Attachment 1), ExtraMile will compensate Boise State University \$8,369,511 in cash and in-kind services over the fifteen year agreement in exchange for the following:

- Exclusive right and license to name the arena the ExtraMile Arena
- The right to create a venue logo (to be approved by the University)
- Arena signage benefits
- Advertising opportunities including, but not limited to, print, radio, broadcasting, website and ticket advertising
- Promotional opportunities
- Travel, ticket and game benefits

The University requests that the Board waive any application of Board Policy I.K. Naming/Memorializing Building and Facilities. This policy does not contemplate an agreement for the sale of naming rights, nor does it specifically prohibit one. The agreement can be deemed to fall under Board Policy V.I. (Real and Personal Property and Services) as a sale of the naming rights for the specified period of time. Waiver of Policy I.K provides clarity that this is a contract for services.

IMPACT

The terms of the proposed agreement provide for an additional \$5,149,497 in cash revenue over and above that provided in the prior naming rights agreement. Additionally, a large portion (approximately \$780,000) of the prior agreement's value was from in-kind marketing donations; under the terms of the new agreement, the University will receive more cash than in-kind donations.

The revenue generated by the naming right will be used to support intercollegiate athletics at Boise State University.

ATTACHMENTS

Attachment 1 – Proposed Naming Rights Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individuals relationship to the institution. The policy does not contemplate selling the rights to name a facility. At the June 2014 regular Board meeting, the Board considered and approved a request by Boise State University to enter into an agreement with Albertsons for the naming of Boise State University's Stadium. At the January 4, 2018 Special Board meeting the board approved the request from the University of Idaho to enter into an agreement for the planned court sports arena with Idaho Central Credit Union.

The proposed naming rights agreement specifies:

- The "Taco Bell Arena" will be renamed the ExtraMile Arena" for a term of 15 years.
- The Sponsor will pay \$8,369,511 in cash over the fifteen-year term,
- The Sponsor will develop, at the sponsors expense, a logo incorporating the arena to be used as the primary logo associated with the arena.
- The logo will be mutually agreed upon by the parties and subject to the final approval of the university.
- The Sponsor will have the right to additional on premises advertising of the arena.
- The Sponsor agrees that neither it nor any of its sublicense shall use the ExtraMile corporate name, ExtraMile Arena Name and/or Arena logo in direct association with any of the following prohibited products or classes of

services; sell any advertising right to any company that engages in the management of any of the following businesses; or include a reference to any of the following prohibited products or classes of services on the advertising copy directly above, below, next to or in immediate proximity to the ExtraMile Arena name and/or the Arena logo, unless otherwise agreed to by University, which approval may be withheld in University's sole discretion. Such list includes gambling; alcoholic beverages; tobacco or "vaping" products; prophylactics; feminine hygiene products; sexually explicit materials or adult entertainment; religious and/or political materials; ammunition, and/or firearms; any material that is reasonably likely to be considered objectively defamatory, obscene, profane, vulgar or otherwise socially unacceptable or offensive to the general public, or finally, any advertising that is reasonably likely to materially discredit the purposes, values, principles or mission of the NCAA or University or is reasonably likely to have a materially adverse effect on the interests of intercollegiate athletics or higher education.

BOARD ACTION

I move to approve Boise State University's request to waive the application of Board Policy I.K. and to enter into a naming rights agreement with ExtraMile in substantial conformance with Attachment 1 and authorize the Vice President and Chief Financial Officer to execute the agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ARENA NAMING RIGHTS AGREEMENT

This Arena Naming Rights Agreement (the “Agreement”) is made between BOISE STATE UNIVERSITY, a public higher education institution in the State of Idaho, whose business address is 1910 University Drive, Boise, ID 83725-1200 (the “University”) and ExtraMile Convenience Stores LLC, a limited liability company whose business address is 3875 Hopyard Road, Pleasanton, CA 94588 (the “Sponsor” or “ExtraMile”).

RECITALS

WHEREAS, the University owns the arena/event facility located on the main campus of Boise State University, in Boise, Idaho (the “Arena”); and

WHEREAS, the University manages and operates the Arena for University athletic and academic events, as well as other specialty events, including but not limited to music concerts and other entertainment shows; and

WHEREAS, the University desires to obtain sponsors to support the University and its various operations, including the Arena; and

WHEREAS, the Sponsor desires to support the University and receive in return certain sponsorship and advertising rights at the Arena; and

WHEREAS, certain Sponsor recognition areas located at the Arena will provide an opportunity for the University to recognize Sponsor’s support of the University; and

WHEREAS, Sponsor wishes to pay \$8,369,511 in cash to the University over a fifteen (15) year period in exchange for naming rights to the Arena and other advertising opportunities; and

WHEREAS, the Sponsor and the University have agreed that the arena/event facility currently known as “Taco Bell Arena” will be renamed “ExtraMile Arena” during the term of this Agreement.

NOW, THEREFORE, in consideration of the foregoing and for the condition and covenants herein contained as and for good and valuable consideration, the parties hereby mutually agree as follows:

1) Grant of Rights.

- a) Arena Naming. In accordance with the terms and conditions of this Agreement, University hereby grants to Sponsor the exclusive right and license to name the Arena during the Term (defined below). The parties hereby agree that the Arena currently known as the “Taco Bell Arena” on the main campus of Boise State University shall be renamed and referred to as “ExtraMile Arena” or “Arena Name” as used herein), as of the effective date of this Agreement.
- b) Arena Logos. During the Term of this Agreement, the Parties agree that Sponsor will develop, at Sponsor’s sole expense, a graphic design incorporating the Arena Name to be used as the primary logo associated with the Arena (the “Arena Logo”), to be used for primary and ancillary marketing and promotional purposes pursuant this Agreement. The

Arena Logo will be mutually agreed upon by the Parties and is subject to the final approval of the University.

- c) Signage and Exposure. Sponsor shall have the right, in addition to such naming, to On Premises Advertising at the Arena (see Appendix A for examples of sponsorship elements) as follows:
- i) Exterior Exposure Elements – ExtraMile Arena Logo on the following
 - Illuminated exterior of Arena over all four lobbies
 - Center Entryway signage
 - Center Entry Doorways
 - Staff Door Signage
 - Box Office Parking
 - Directional Signage
 - ii) Interior Exposure Elements- ExtraMile Arena Logo on the following:
 - Sidelines of basketball court
 - Courtside LED Rotational Signage
 - Main Stairwell signage
 - Courtside Floor Vomitory Displays
 - Digital Monitor rotations and poster signage
 - ExtraMile Arena Logo on basket supports
 - ExtraMile Arena Logo on “Welcome” signs in Arena
 - Concourses- ceiling signage and Arena access maps
 - iii) The University shall use good faith efforts to notify Sponsor of any new advertising, sponsorship, or promotional benefits in the Arena. If, within a commercially reasonable time (as determined by the University), Sponsor expresses interest in such advertising, sponsorship, or promotional benefits, the parties shall enter into good faith discussions regarding Sponsor’s acquisition of such advertising, sponsorship or promotional benefits for additional consideration or as a substitute for other benefits provided hereunder, as the parties may mutually agree.
 - iv) Printing
 - ExtraMile Arena Logo on all Arena related literature/media/publications
 - ExtraMile Arena Logo on all Arena brochures and Men’s Basketball Game Program Cover
 - v) Tickets-Advertising
 - ExtraMile Arena Logo on front of all Men’s basketball season tickets, and all other event tickets when the University has a reasonable opportunity to include it (in addition to other University approved logos). University maintains the rights to sell advertising on the back of the tickets, and solely retain all revenues therefrom. University agrees that such advertising shall not be with any motor fuel or convenience store business that competes directly with the Sponsor.

Stock tickets will not bear the Arena Logo, but will bear the Arena Name

vi) Website

- Broncosports.com front page - ExtraMile Arena Logo
- Arena website changes to www.extramilearena.com (if available)
- Logo on TicketMaster Venue Page for ExtraMile Arena
- Athletics shall help facilitate promotional items with Arena staff on website

vii) Double R Ranch Vision

- Upper and Lower Digital Ring Rotations on Double R Ranch Vision events at Arena
- Video Board Logo Recognition on Double R Ranch Vision at University Collegiate Athletic Events, accompanied by PA Read

viii) Digital Streaming.

- Live streaming - one thirty second commercial spot in all University Collegiate men's and women's basketball games produced by University

d) In addition, for each year during the term of this Agreement, the University shall also provide to Sponsor the following:

i) Promotional Elements

- (1) University shall provide ExtraMile the option of re-branding at least two concession areas within the Arena. Location, size, etc. shall be determined by mutual cooperation of both parties to ensure locations in high traffic areas.
- (2) The parties agree to use best efforts to sell some ExtraMile products at the concession areas. University retains final product approval of all products sold within the Arena. Products shall not conflict with any current University sponsorships or agreements.

ii) Promotional Possibilities

- University and ExtraMile shall use good faith efforts to creatively generate and implement new promotional strategies. The list below is not inclusive but rather is a list of examples/possible promotions the parties could create:
 - Cross-brand promotions (ex: Double R Ranch dogs sold in ExtraMile locations)
 - Arena event ticket promotions and giveaways within ExtraMile stores
 - Cross-promotions using University logos at ExtraMile locations (with written approval of University Trademark and Licensing Office, and subject to other exclusive rights agreements and promotions/advertising sold through University's multi media rights partner, Bronco Sports Properties)
 - ExtraMile branded grab and go kiosks

- For the sake of clarity and the avoidance of doubt, these promotional possibilities are not guaranteed, and are subject to the express approval of the University, including Section 7 herein.

iii) Travel

- University shall provide Sponsor up to two round-trip airfare, ground transportation, and two nights lodging for one men's or one women's basketball game each season.
- Sponsor also has the right to purchase additional accommodations and/or additional trips, if available

iv) Tickets

- Eight tickets to all events in the Arena (best seats available)

v) Additional Benefits

- Two VIP parking passes to all events in the Arena
- VIP Hardwood Club Membership for two people. Membership includes:
 - a. pregame shootaround access
 - b. one (1) reserved gameday parking space for men's basketball games (in addition to the two parking passes to all events)
 - c. invitation to exclusive socials/pregame scouting at select games
 - d. two (2) conference championship all-tournament passes in Las Vegas
 - e. bench access for one game per season (restrictions apply)
 - f. ten (10) tickets to one game per season (restrictions apply)
 - g. exclusive postgame press conference access
 - h. dinner for Tip-Off event with coaching staff
 - i. annual member gift
 - j. other benefits of the top Harwood Club level.
- e) Sponsor agrees that in exercise of its rights granted hereunder, it shall ensure that any use of the ExtraMile Arena name and/or Arena Logo, or any other representation of the University as permitted hereunder shall be mindful of and consistent with the good image, message and reputation of the University and that such promotion or recognition will not materially distort or impair the presentation and image of the University, its Athletics program and the respective teams.
- f) Sponsor acknowledges that the Arena and the University maintain several other advertising opportunities and sponsors in the Arena and elsewhere (such as banners, signs, ticket sponsors, merchandise sponsors, event sponsors, etc.). None of such advertising or sponsorship is affected, or prohibited, by this agreement.
- g) Sponsor hereby grants the University a limited, non-exclusive right to use the ExtraMile name, service mark, trademark, trade dress or other commercial symbols ("ExtraMile Trademarks") only as provided in this Agreement during its term, subject to all of the following conditions. The University recognizes the exclusive ownership and rights of

Chevron Intellectual Property LLC, Sponsor's licensor, in the ExtraMile Trademarks and will not contest, directly or indirectly, or in any way impair such exclusive ownership of the ExtraMile Trademarks or aid or encourage others to do so, during the term of this Agreement or afterwards. The University recognizes that all uses of the ExtraMile Trademarks hereunder will at all times inure to the benefit of Sponsor or its licensor or their affiliates as their interests occur, and that it acquires no right, title or interest to the ExtraMile Trademarks. The University is not authorized to sublicense or allow any other party to use the ExtraMile Trademarks except for the limited purpose of operating any kiosk that is rebranded with the ExtraMile Trademarks as expressly permitted hereunder and subject to all conditions imposed on such use as provided herein.

- h) Subject to the validity of any existing Agri Beef sponsorship agreements, promotions for Double R Ranch dogs or other opportunities are subject to the express approval of Agri Beef.
 - i) Sponsor acknowledges that Aramark or its successor has the right to operate and control all food and beverage concessions within the Arena, including the control over pricing, product placement and selection; provided however that if Aramark operates any kiosk that is rebranded with the ExtraMile Trademarks, the University will cause Aramark to comply with all reasonable quality control measures required by Sponsor that Sponsor deems necessary to protect the reputation and goodwill associated with the ExtraMile name, service marks and trademarks. If Aramark fails to comply with such quality control measures, the University will notify Aramark and use best efforts to cause Aramark to comply. If Aramark's noncompliance continues for more than 60 days following notice from the University to comply, Sponsor may elect to require the University to remove the ExtraMile name, service marks, trademarks, logos, trade dress and other branding elements from the concessions at the University's expense, and in that case Sponsor will receive a credit against any future payment due to the University in the amount of Sponsor's initial payment to the University for the costs of rebranding the kiosks to ExtraMile as set forth in Section 5 below.
- 2) Term. This Agreement shall become effective when it is fully executed by the parties and approved by the Idaho State Board of Education as provided in Section 23 below, and will expire fifteen (15) years after the date on which the University completes the installation of the exterior and interior exposure elements (the "Commencement Date") as required in Section 1(c) of this Agreement unless sooner terminated pursuant to the provisions hereof, or by virtue of a default.
- 3) Early Termination Right. ExtraMile shall have the right, in its sole discretion, to terminate this Agreement for any reason (or no reason) after the expiration of the tenth (10th) contract year after providing written notice at least two (2) years prior to that final ten year termination date to University. As a pre-condition to the effectiveness of such termination, ExtraMile agrees to pay University an early termination payment of \$250,000, which is equal to the cost of the University converting the signage and other sponsorship elements at the Arena. Additionally, ExtraMile agrees to pay University the actual costs of converting any concession stands that have been converted into ExtraMile stands back to their condition as of July 1, 2019. The parties intend that the early termination fee constitute compensation, and not a penalty. The parties

acknowledge and agree that the University's harm caused by an early termination by Sponsor would be impossible or very difficult to accurately estimate, and that the early termination payment is a reasonable estimate of the anticipated or actual harm that might arise from such early termination. Sponsor's payment of the early termination payment is the Sponsor's sole liability and entire obligation and the University's exclusive remedy for the exercise of this single early termination right after the expiration of the tenth (10th) contract year.

- 4) Right of First Negotiation. University agrees that it will not directly or indirectly solicit indications of interest for, or negotiate with any person regarding, or enter into any agreement or understanding with respect to naming rights for the Arena for any period following the Term without the University having first engaged in good faith exclusive negotiations with ExtraMile during the negotiation period beginning April 1, 2033, and ending September 1, 2033, for an extension of this Agreement beyond the initial Term set to end on June 30, 2034. Sponsor understands that, at any time after the negotiation period, but not before, the University shall be free to negotiate with any third party regarding a replacement agreement.
- 5) Payment.
 - a) In support of the University, Sponsor agrees to pay the University the sum of **Eight Million Three Hundred Sixty Nine Thousand Five Hundred Eleven Dollars (\$8,369,511)**, payable in installments according to the scheduled outline below:
 - i) Annual Contributions
 - (1) For the first annual contribution, Sponsor shall pay the University \$225,000 when the University completes the installation of the exterior exposure elements and the balance of \$225,000 when the University completes the installation of all interior exposure as provided in Section 1 of this Agreement. In each subsequent year, the annual contribution amounts shall be paid on each anniversary of the Commencement Date as follows:

Year	Fee
1	\$450,000
2	\$463,500
3	\$477,405
4	\$491,727.15
5	\$506,478.96
6	\$521,673.33
7	\$537,323.53
8	\$553,443.24
9	\$570,046.54
10	\$587,147.93
11	\$604,762.37
12	\$622,905.24
13	\$641,592.39
14	\$660,840.17
15	\$680,665.38
Total	\$8,369,511

- b) The sponsorship amounts specified above include the cost of production and installation of signs and other exposure elements in the Sponsor recognition areas containing graphics and copy designated by Sponsor at the commencement of this Agreement as well as all other exposure elements outlined in Section 1 of this Agreement, both physical and virtual (collectively “the Sponsorship Elements”). The only areas not included in the sponsorship amounts above are any construction or renovation costs relating to concession stands and portable concession kiosks. Sponsor will pay University actual costs to turn the agreed upon existing concessions stands in the Arena into a stand that looks like an ExtraMile store or for any new kiosks that are added to the Arena and branded as ExtraMile locations. Sponsor must approve the quality of all Sponsorship Elements before they are produced, installed or otherwise used, which approval will not be unreasonably withheld. Any subsequent graphics changes in the Sponsorship Elements made at the request or direction of Sponsor will be made at the Sponsor’s expense (including the cost of removal and installation) with the work performed by the University. The University shall be responsible for all costs and expenses of operating and maintaining all Sponsorship Elements including sign replacements, updates or refurbishments due to vandalism and other damage, theft, and wear and tear.
- 6) Non-Exclusive.
- a) The University reserves the right to sell, through its multi-media partner or partners, advertising and marketing rights within the Arena. This Agreement shall not preclude the University from seeking and obtaining corporate or other types of sponsors for specific events in the Arena; however, Sponsor shall always be given a first right of refusal on any corporate sponsorship related to a University event in the Arena before the sponsorship is offered to another corporate Sponsor. Provided, however, that the University shall not sell advertising in the Arena to any motor fuel or convenience store business that competes

directly with the Sponsor. Direct competition shall be deemed to mean motor fuel (commonly known as gas stations) and smaller footprint food market businesses (commonly known as convenience stores). The signage of another corporate sponsor, other than Sponsor, shall only remain in the Arena for the specific event for which that person is a corporate sponsor. The University may place temporary signage containing a corporate sponsor's logo in the Arena and use the sponsor's name in conjunction with the event title. University may permit any other party which is a promoter or named sponsor of an event or team competing in the Arena to display temporary signage at the Arena and make any public announcements or Arena advertising prior to and during the presence of such Event or team at the Arena. As stated herein, University retains the rights to other types of advertising and sponsorship as well, including but not limited to rights or sponsorships and advertising sold through University's multi media rights partner, Learfield, d/b/a Bronco Sports Properties.

- b) The University is contractually bound to host the 2021 NCAA Men's Basketball tournament first and second round games in the Arena. Per the existing contract with the NCAA, exterior signage of the Arena will remain but University retains no control over inventory inside the Arena and signage will be covered. In addition, if the University is selected to host other NCAA post-season events in the Arena, the NCAA could require the University to cover signage within the Arena.
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- 7) Approval of Institution.
 - a) Sponsor shall first approve all copy and graphics proposed for display. Then, all copy and graphics proposed for display by Sponsor are subject to approval by the University. The University shall have the right to decline to display any copy of graphics which are in violation of any statute, regulation or ordinance, or which the University reasonably considers to be misleading or offensive or that convey a message the University feels does not meet the standards for University messaging. The University shall not display a message which contains a comparative or qualitative description of the Sponsor's product, price information about Sponsor's product or any message that otherwise endorses Sponsor's product.
 - b) All proposed copy or graphics shall be submitted by Sponsor to Institution not less than thirty (30) days prior to the anticipated date of display.
 - 8) Loss of Use by Force Majeure.
 - a) Unless otherwise provided in this Agreement, if performance under this Agreement is prevented, restricted or interfered with by reason of any event beyond the reasonable control of the Parties, including but not limited to, fire, flood, epidemic, earthquake, explosion, act of God or public enemy, riot or civil disturbance, strike, labor dispute, war, terrorist threat or activity, any government law, order, or regulation, or order of any court or jurisdiction (a "Force Majeure"), the restricted party will not be in breach hereof and the performance or obligation of such party will be excused for a period of time equal to the period during which the Force Majeure prevents such performance. In such event, the Parties will make reasonable efforts to determine sufficient "make goods" allowing the restricted Party to satisfy its obligations hereunder. The financial condition, default, breach, or intentional or

negligent act or omission of this Agreement by the Party seeking excuse from performance will not constitute a Force Majeure.

- b) **Arena Damage.** If a Force Majeure results in the damage or destruction of the Arena to the extent that Events and Games at the Arena must be cancelled or rescheduled, and repair or reconstruction of the Arena will take longer than ninety (90) days from the time University becomes or should have become aware of the such destruction (the “Discovery Date”), then: (i) if University gives Sponsor notice no more than ninety (90) days following the Discovery Date that the Arena will be repaired and restored within one (1) year of the Discovery Date (the “Repair Assurance”), Sponsor will have no right to terminate this Agreement, provided Sponsor will not be required to make any payments (and will be credited or refunded any payments made) of the Naming Rights Fee due hereunder from the date of any damage or destruction until the first date a Game or Event is presented in the Venue upon the repair and restoration of the Arena following such damage or destruction; but (b) if University fails to give Sponsor such Repair Assurance as set forth herein, Sponsor may terminate this Agreement upon written notice to University (and will be refunded any payments made for the period from the date of the damage or destruction to the date of termination).

9) **Reputation; Image and Mission of the Institution.**

- a) Sponsor agrees that neither it nor any of its sublicenses, or operators: shall use the ExtraMile corporate name, ExtraMile Arena name and/or Arena logo in direct association with any of the following prohibited products or classes of services; sell any advertising right to any company that engages in the management of any of the following businesses; or include a reference to any of the following prohibited products or classes of services on the advertising copy directly above, below, next to or in immediate proximity to the ExtraMile Arena name and/or the Arena logo, unless otherwise agreed to by University, which approval may be withheld in University’s sole discretion. Such list includes gambling; alcoholic beverages; tobacco or “vaping” products; prophylactics; feminine hygiene products; sexually explicit materials or adult entertainment; religious and/or political materials; ammunition, and/or firearms; any material that is reasonably likely to be considered objectively defamatory, obscene, profane, vulgar or otherwise socially unacceptable or offensive to the general public, or finally, any advertising that is reasonably likely to materially discredit the purposes, values, principles or mission of the NCAA or University or is reasonably likely to have a materially adverse effect on the interests of intercollegiate athletics or higher education.
- b) Sponsor will comply with rules, regulations, and policy of the University and the State Board of Education to ensure that the sponsorship itself and the products marketed by Sponsor and associated with this Agreement (regardless of means or location) be, and remain consistent with the proper image and mission of the institution.

10) **Default by Sponsor.**

- a) **Events of Default.** The occurrence of one or more of the following matters shall constitute a default by Sponsor (a “Sponsor Default”):

- i) Sponsor's failure to render timely payment when due, if such failure shall continue for a period of thirty (30) days after written notice from University to Sponsor, specifying the failure and demanding that it be cured.
- ii) Sponsor's failure to perform or comply with any other material term or condition of this Agreement, or its material breach of any representation or warranty made herein, and such failure or breach shall continue for a period of thirty (30) days after written notice from the University to Sponsor, specifying the failure or breach and demanding that it be corrected.
- iii) Sponsor (I) applies for or consents to the appointment of a custodian of any kind, whether in bankruptcy, common law or equity proceedings, with respect to all or any substantial portion of its assets, (II) becomes insolvent or is unable, or admits in writing its inability, to pay its debts generally as they become due, (III) makes a general assignment for the benefit of its creditors, or (IV) (x) files a petition seeking relief under the United States Bankruptcy Code or (y) if such a petition is filed by any of its creditors, such petition is approved by a court of competent jurisdiction and such approval is not vacated within 120 days.
- iv) Sponsor or its owners or executives become the subject of a criminal indictment or prosecution. As set forth above, the parties acknowledge that the positive public image of the University is paramount to this Agreement. Thus, these events of default, or other similar situations or similar actions of the Sponsor which could reasonably cast a negative image on the University by its sponsorship from the Sponsor shall be considered events of default.
- v) Rights and Remedies of the University upon Sponsor Default. Upon the occurrence of a Sponsor Default, the University shall have the right to do any one or more of the following: (i) enforce the specific remedies provided for herein; (ii) recover all damages provided by law or in equity; (iii) exercise any other right or remedy at law or in equity, including seeking an injunction or order of specific performance and (iv) terminate this Agreement.

11) Default by University.

- a) Events of Default. The occurrence of one or more of the following events shall constitute a default by the University (a "University Default"):
 - i) The University's failure to pay any amounts when due to Sponsor hereunder, if such failure shall continue for a period of thirty (30) days after written notice by Sponsor specifying the failure and demanding that it be cured.
 - ii) The University's failure to perform or comply with any other material term or condition of this Agreement, or its material breach of any representation or warranty made herein, and such failure or breach shall continue for a period of thirty (30) days after written notice by Sponsor to the University, specifying the failure or breach and demanding that it be cured.
 - iii) The University's failure to perform by permanently moving its varsity men's basketball, women's basketball, or gymnastics competitions to another venue, and such failure or breach shall continue for a period of thirty (30) days after written notice by Sponsor to the University, specifying the failure or breach and demanding that it be cured.

- iv) If the University (I) applies for or consents to the appointment of a custodian of any kind, whether in Bankruptcy, common law or equity proceedings, with respect to all or any substantial portion of its assets, (II) becomes insolvent or is unable, or admits in writing its inability, to pay its debts generally as they become due, (III) makes a general assignment for the benefit of its creditors, or (IV) (x) files a petition seeking relief under the United States Bankruptcy Code or (y) if such a petition is filed by any of its creditors, such petition is approved by a court of competent jurisdiction and such approval is not vacated within one hundred twenty (120) days.
- v) Rights and Remedies of Sponsor upon University Default. Upon the occurrence of a University Default, Sponsor shall have the right to do any one or more of the following: (i) enforce the specific remedies provided for herein; (ii) recover all damages provided by law or in equity; (iii) exercise any other right or remedy at law or in equity, including seeking an injunction or order of specific performance, and (iv) terminate this Agreement.

12) Cumulative Rights and Remedies. All rights and remedies of the parties are cumulative and are in addition to, and not in limitation of, any rights and remedies the parties may have at law, in equity or otherwise, and all such rights and remedies may be exercised singularly or concurrently.

13) Insurance.

- a) Sponsor shall, at its sole expense, procure and maintain during the term of this Agreement, a policy of general liability insurance naming the University, the State Board of Education, and the State of Idaho as additional insureds and providing coverage for advertising liability affording a limit of liability in the amount of One Million dollars (\$1,000,000) per occurrence and Two Million dollars (\$2,000,000) aggregate and covering:
 - i) Libel, slander of defamation;
 - ii) Any infringement of copyright or title or slogan
 - iii) Privacy or unfair competition or idea misappropriation under an implied contract
 - iv) Any invasion of right-of-privacy, committed or alleged to have been committed in any title or slogan.
- b) Nothing contained in this Agreement shall be construed to prevent Sponsor, upon proper notice to the University, from changing insurance carriers; provided, however, that such change does not cause a lapse in coverage or otherwise affect the rights of the University.
- c) Sponsor shall provide a Certificate of Insurance meeting the parameters outlined in Section 13 (a) to Boise State University, attention Risk Management, upon execution of the agreement and each year thereafter.
- d) The liability insurance required herein shall indemnify the University against loss from liability imposed by law or assumed under contract by Sponsor for damages on account of Sponsor's liability: Such policy shall contain the following special endorsement:

Boise State University, its Governing Board, officers, employees, and agents are hereby declared to be additional insureds under the terms of this policy as to the activities of Sponsor. This policy shall not be canceled without prior written notice

to Boise State University. Boise State University is not liable for premiums or assessments on this policy.

14) Indemnification.

- a) Sponsor shall defend, indemnify and hold harmless the University, its respective Affiliates, including the State Board of Education, and the respective officers, directors, managers, owners, agents and employees of the foregoing ("University Indemnitees") from and against any and all claims alleged to have arisen out of (i) any breach by Sponsor of its covenants or obligations hereunder, (ii) any inaccuracy of the representations and warranties of Sponsor hereunder, (iii) any infringing use, or allegation of such use, by the University of the ExtraMile Arena logo, the Arena name or Arena logo (provided that the University's use of the Arena marks, name and Logo is in accordance with the terms of this Agreement) and/or any copyright claim for advertising copy created or distributed by or on behalf of Sponsor that include any Sponsor mark, or the Arena name or logo, (iv) the content of any advertising copy or signs, including unfair or fraudulent advertising charges or claims related thereto, or (v) any negligence and willful misconduct by Sponsor or its officers, directors, managers, owners, agents and employees relating to the exercise or utilization by Sponsor of the rights granted hereunder except, in each case, to the extent attributable to the negligence or willful misconduct of the University Indemnitee; provided, however, that University Indemnitees shall promptly notify Sponsor of any claim to which the indemnification set forth in this paragraph applies (it being understood that the failure to so notify shall not excuse Sponsor from its obligations under this paragraph except to the extent that such failure increases the liability of Sponsor hereunder) and shall tender to Sponsor the defense thereof. If Sponsor promptly assumes the defense of a claim covered by this section, no University Indemnitee may settle or compromise such claim without the prior written approval of Sponsor. If Sponsor fails to assume the defense of such claim, the University Indemnitees may settle or compromise such claim on such terms as the University Indemnitees may reasonably deem appropriate, and Sponsor shall reimburse the University Indemnitees for the cost of such settlement, in addition to the University's other obligations hereunder.
- b) Subject to the limits of the Idaho Tort Claims Act and the Idaho Constitution, the University shall indemnify the Sponsor and its agents, and employees from any and all loss, damage or liability that may be suffered or incurred by the Sponsor, its officers, agents or employees caused by or arising out of any liability for fraud or misrepresentation in connection with Sponsor's name and/or logo. Notwithstanding anything to the contrary herein, nothing herein shall be deemed to constitute a waiver by either party of any privilege, protection, or immunity otherwise afforded it under any state or federal law.

- 15) Cancellation and Assignment. This Agreement is not subject to cancellation or assignment by Sponsor, without the express written consent of the University. The nature of this sponsorship is personal and image-oriented. As such, the consent of the University shall be at the University's sole discretion.

- 16) Warranty. University warrants that the display areas shall be free of any defects of workmanship and/or materials. The University further agrees to maintain in good repair during the term of this Agreement all of the areas carrying Sponsor's name and/or logo, subject to the exceptions set forth herein.
- 17) Compliance with Laws, Rules, Regulations. The Parties also acknowledge and agree that this Agreement is subject to Idaho law and any NCAA and Mountain West Conference (MWC) (or any other athletic conference of which University may become a member during the term) rules and regulations applicable to signage, marketing and promotional materials effective as of the date such regulation shall take effect.
- 18) Discrimination. University and Sponsor agree that in fulfilling the terms of this Agreement, that neither party will discriminate against any employee or applicant for employment on the basis of race, color, religion, national origin, ancestry, sex, disability, or Vietnam Era Veteran's or other Veteran status. Any breach of this clause may be regarded as a material breach of this Agreement.
- 19) Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.
- 20) Operation of the Arena. This Agreement grants to Sponsor regarding the operation, control, or management of the Arena. The Arena remains in the sole and exclusive control, operation and management of the University.
- 21) Conflicts with Existing Agreements. This Agreement shall at all times be subordinate to and subject to preexisting agreements University has with Albertsons, Aramark, Coca Cola, and Learfield Sports/Bronco Sports Properties as stadium naming rights sponsor, master concessionaire for food and beverage services in all University buildings, pouring rights contractor, and multi media rights provider, respectively. Copies will be made available to Sponsor upon request.
- 22) Notice. Any notice provided for in this Agreement shall be in writing and shall be deemed to have been given, delivered, or served when delivered personally to the party who is to receive such notice or when mailed by U.S. registered or certified mail, postage prepaid, to such party at the following addresses:

To Institution:

Executive Director of Athletics
Boise State University
1910 University Drive
Boise, ID 83725-1020

with a copy to:

Office of the General Counsel
Boise State University
1910 University Drive
Boise, ID 83725

To Sponsor:

President
ExtraMile Convenience Stores LLC
3875 Hopyard Road, Suite 240
Pleasanton, CA 94588

or to such other addresses as may be hereafter designated by written notice. All such notices shall be effective only when received by the addressee.

- 23) Board of Education Approval. This Agreement and the naming rights referenced above are expressly subject to the approval of the Idaho State Board of Education, acting as the Board of Trustees of Boise State University at a properly called and held meeting of such Board. This Agreement shall only become binding upon approval granted by the Board, and shall be of no force or effect until the Board's approval is obtained. If this Agreement is not approved by the Board, then this Agreement and all terms and conditions contained herein will be null and void.
- 24) Modifications. Modifications to this Agreement must be in writing and mutually agreed to by authorized representatives for both parties.
- 25) Entire Agreement. This Agreement constitutes the entire Agreement between the parties with respect to all subject matter and supersedes all prior negotiations and understandings, whether verbal or written. No waiver, modification, or amendment of any provision of this Agreement shall be valid or effective unless in writing and signed by a duly authorized representative of the party against whom enforcement is sought.
- 26) Headings. The descriptive heading of the Articles and Sections of this Agreement are inserted for convenience only and shall not control or affect the meaning or construction of any of the provisions hereof.
- 27) Governing Law. This Agreement shall be controlled by the laws of the State of Idaho and any dispute arising from it shall be resolved in a court of competent jurisdiction in Ada County, Idaho.
- 28) Dispute Resolution. University and Sponsor agree that any dispute, claim, question or controversy between them arising from or relating to this the Agreement, its construction, operation or effect, or a breach thereof (the "Dispute(s)") that cannot be resolved through consultation and negotiation of University and Sponsor shall be submitted to mediation. The cost of mediation will be shared by the parties equally. After good faith efforts to resolve the controversy, claim or dispute and upon the notice of either party to initiate mediation, University and Sponsor shall select a mutually-agreeable mediator. If the Parties cannot agree on a mediator within three (3) business days of the notice to initiate mediation, University and Sponsor shall each select a mediator. The two mediators shall then select the mediator who will be responsible for the mediation. Within five (5) business days of selection of the mediator, each party shall submit to the mediator a written statement detailing the facts and law pertaining to the dispute and the party's position. Mediation shall begin no later than five (5) days after the submission of the written statements submitted by the Parties or as soon thereafter as possible. A representative of each party with settlement authority must personally attend the mediation.
- 29) Attorney's Fees. If either University or Sponsor commences or engages in an action or other proceeding by or against another party to this Agreement arising out of or in connection with this Agreement, the prevailing party will be entitled to have and recover from the losing party

reasonable attorneys' fees and other costs incurred in connection with the action, preparation for such action or proceeding, any appeals relating thereto and enforcing any judgments rendered in connection therewith.

- 30) Savings Clause. If any provision of this Agreement shall be invalid or unenforceable by a court or competent jurisdiction, such holding shall not invalidate or render unenforceable any provision hereof.
- 31) Authority. Sponsor hereby represents and warrants to University that it has all requisite power and authority, legal and otherwise, to execute, deliver and fully perform its obligations under this Agreement. Sponsor has taken all necessary action to authorize the execution, delivery and performance of this Agreement. This Agreement, when executed and delivered by it, shall constitute a legal, valid and binding obligation of Sponsor, enforceable against it in accordance with its terms, except to the extent that enforcement thereof may be limited by bankruptcy, insolvency or other similar laws affecting creditors' rights generally or by general principles of equity.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement on this ____ day of _____, 2019.

THE UNIVERSITY:

Boise State University

SPONSOR:

ExtraMile Convenience Stores LLC

Martin Schimp, President

Paul Casadont, President