

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 29, 2019**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FY 2021 BUDGET REQUEST</b>	Motion to approve
<b>2</b>	<b>FY 2021 CAPITAL BUDGET REQUESTS</b>	Motion to approve
<b>3</b>	<b>INTERCOLLEGIATE ATHLETIC REPORTS</b> NCAA Academic Progress Rate (APR) Scores	Information item
<b>4</b>	<b>SYSTEMNESS UPDATE</b>	Motion to approve
<b>5</b>	<b>BOISE STATE UNIVERSITY</b> Online Course/Program and Pricing Strategies	Information item
<b>6</b>	<b>IDAHO STATE UNIVERSITY</b> Bond Refunding Resolution	Motion to approve
<b>7</b>	<b>IDAHO STATE UNIVERSITY</b> Residence Halls Renovations Project	Motion to approve
<b>8</b>	<b>IDAHO STATE UNIVERSITY</b> Stephens Performing Arts Center Refinancing	Motion to approve
<b>9</b>	<b>UNIVERSITY of IDAHO</b> Gritman Medical Center – Student Health Services Center Contract	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
AUGUST 29, 2019**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>10</b>	<b>UNIVERSITY of IDAHO</b> Disposal of Real Property - Sandpoint	Motion to approve

---

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**AGENCIES AND INSTITUTIONS OF THE STATE BOARD**

**SUBJECT**

FY2021 Line Item Budget Requests

**REFERENCE**

April 2019

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.

**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 item requests to those which 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. Any requests for occupancy costs or faculty promotions will not count towards the two line item limit or the 5% cap.

In the discussions at its June 2019 meeting, the institutions were directed to provide in the narrative submitted to the Board, a detailed narrative describing which of the six success strategies approved by the Board; 15 to Finish, Math Pathways, Corequisite Support, Momentum Year, Academic Maps with Proactive Advising, A Better Deal for Returning Adults, their line item addresses. It was also requested that line items for additional positions and staffing indicate whether the request is to support an existing program or one that has yet to be approved. Additionally, line items in response to Board initiatives or directives should include an explanation to this affect.

Following Board approval, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by August 30, 2019.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 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**

The approved Line Items will be included with the FY2021 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY2021 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

**ATTACHMENTS**

Attachment 1 - Line Items Summary  
Attachment 2 - Occupancy Costs  
Attachment 3 - 50: Individual Line Items

**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 August 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).

**BOARD ACTION**

I move to approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on August 30, 2019.

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	4		1	560,000		
3	Open Education Resources	5		2	200,000		
4	Next Steps Website Expansion	6		3	50,000		0.0%
5	Boise State University		105,196,800			7,376,800	5.1%
6	Degree Completion and Career Readiness	7		1	3,243,500		
7	True Blue Access Scholarship	8		2	2,100,000		
8	Occupancy Costs	2		3	1,491,400		
9	Faculty Promotions	3		4	541,900		
10	Idaho State University		82,220,400			4,311,600	4.9%
11	Momentum Pathways Math Center	9		1	2,124,700		
12	Idaho Workforce Development	10		2	1,915,600		
13	Occupancy Costs	2		3	94,300		
14	Faculty Promotions	3		4	177,000		
15	University of Idaho		94,545,800			5,062,800	5.0%
16	A Better Deal for Returning Adults	11		1	1,526,200		
17	Complete College America Game Changers	12		2	3,170,200		
18	Occupancy Costs	2		3	(26,500)		
19	Faculty Promotions	3		4	302,900		
20	Law Center transfer rent from Supreme Court	13		5	90,000		
21	Lewis-Clark State College		17,651,800			1,635,600	5.0%
22	Adult Learner Services	14		1	607,800		
22	Program Expansion, Enhancement, Compliance	15		2	274,100		
23	Occupancy Costs	2		3	616,800		
23	Faculty Promotions	3		4	136,900		
24			\$ 306,030,600		\$ 19,196,800	\$ 19,196,800	
25							
26	Percentage of FY20 Appropriation excluding		5.2%				
27	Occupancy Costs and Faculty Promotions						

**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			4,022,200		5.9%
2	State Leadership & Technical Asst.	3,107,400			349,500		0.5%
3	Increased Staff Capacity		17	2	349,500		0.5%
4	General Programs	14,752,300			1,745,000		2.5%
5	Program Expansion		16	1	400,000		0.6%
6	Teacher Preparation		18	3	1,025,000		1.5%
7	Online Course Expansion		19	4	70,000		0.1%
8	Workforce Readiness Incentive Grant		21	6	200,000		0.3%
9	Idaho Quality Program Standards Grant		22	7	50,000		0.1%
10	Post-secondary Programs	47,841,900			1,727,700		2.5%
11	Postsecondary Package		20	5	1,727,700		2.5%
12	Dedicated Programs	1,558,100			200,000		0.3%
13	Centers for New Direction (CND)		23	8	200,000		0.3%
14	IQPS Appropriation Language		24	9	0		0.0%
15	Related Services	1,195,800			0		0.0%
16	Community Colleges	47,711,800			3,447,200		7.2%
17	College of Eastern Idaho	5,272,700			236,700		0.5%
18	Lead Math Faculty, CCA		25	1	85,000		0.2%
19	Academic Advisor, CCA		26	2	66,700		0.1%
20	Instructional Designer		27	3	85,000		0.2%
21	College of Southern Idaho	14,426,700			1,245,100		2.6%
22	IT Personnel and Software Platforms		28	1	820,500		1.7%
23	Emerging Hispanic Serving Institute		29	2	227,100		0.5%
24	Weekend College		30	3	183,900		0.4%
25	Occupancy Costs		2	4	13,600		0.0%
26	College of Western Idaho	15,317,000			1,110,400		2.3%
27	100% CEC Funding		31	1	856,400		1.8%
28	Data Analyst		32	2	254,000		0.5%
29	North Idaho College	12,695,400			855,000		1.8%
30	Transition Advisors		33	1	348,500		0.7%
31	Regional Entrepreneurship		34	2	284,700		0.6%
32	Assessment Coordinator		35	3	100,200		0.2%
33	Occupancy Costs		2	4	121,600		0.3%

**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			3,243,700		10.0%
35	Idaho Center for Plant and Soil Health		36	1	3,000,000		102.6%
36	Occupancy Costs		2	2	243,700		8.3%
37	Health Education Programs	21,296,700			3,081,100		14.5%
38	WIMU Veterinary Education	2,059,900			No Line Items		0.0%
39	WWAMI Medical Education	6,834,000	37	1	293,600	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			38	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			38	1	60,000	1 additional Rexburg Rural Track Training	0.3%
46			38	2	105,000	Increase per resident to \$45k	0.5%
47			38	3	75,000	Rural Training Track Support	0.4%
48	Family Medicine Residency of Idaho (Boise)	3,010,000			330,000		1.5%
49			38	1	60,000	1 new Boise resident at \$60k	0.3%
50			38	2	30,000	Boise Pharmacy D Resident	0.1%
51			38	3	165,000	Increase Boise per resident to \$45k	0.8%
52			38	4	45,000	Increase Caldwell per resident to \$45k	0.2%
53			38	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			38	1	60,000	Behavioral Health Fellowship	0.3%
56			38	2	90,000	Increase per resident to \$45k	0.4%
57	Boise Internal Medicine Residency	845,000			347,500		1.6%
58			38	1	180,000	3 new residents	0.8%
59			38	2	60,000	Additional IM Chief Resident	0.3%
60			38	3	62,500	Increase per resident to \$22.5k	0.3%
61			38	4	30,000	Increase per resident to \$60k	0.1%
62			38	5	10,000	Increase Preliminary Year Intern to \$22.5k	0.0%
63			38	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		38	1	600,000	10 new residents at \$60k each	2.8%
67	Family Medicine		38	2	360,000	Family Medicine 6 new residents at \$60k each	1.7%
68	Internal Medicine Resident Program		38	3	50,000	Increase per resident to \$45k	0.2%
69	Internal Medicine Resident Program		38	4	100,000	Increase per resident to \$60k	0.5%
70	Bingham Internal Medicine	635,000			190,000		0.9%
71			38	1	60,000	1 new resident at \$60k	0.3%
72			38	2	60,000	IM Emergency Medicine Fellowship	0.3%
73			38	3	60,000	Increase per resident to \$45k	0.3%
74			38	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			641,900		3.4%
76	Forest Utilization Research	1,435,500				No Line Items	0.0%
77	Geological Survey	311,400	39	1	312,200	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	40	1	329,700	Business Development	1.8%
81	TechHelp	366,000					0.0%
82	State Board of Education	5,615,100			364,800		6.5%
83	Office of the State Board of Education	5,443,500					0.0%
84	Project Coordinator		41	1	75,800		0.4%
85	Outreach and Awareness		42	2	200,000		1.1%
86	Administrative Assistant		43	3	57,000		0.3%
87	Idaho Career Information		44	4	32,000		0.2%
88	Charter School Commission	171,600					0.0%
89	Idaho Public Television	2,925,200			260,500		8.9%
90	Personnel Sustainability - Engineering		45	1	69,300		2.4%
91	Educational Outreach		46	2	115,600		4.0%
92	Digital Media Technician		47	3	75,600		2.6%
93	Vocational Rehabilitation	8,874,000			106,000		1.2%
94	Vocational Rehabilitation	4,442,200					0.0%
95	Extended Employment Services	4,063,400					0.0%
96	Council for the Deaf/Hard of Hearing	368,400			53,000		0.6%
97	.25 FTE Request		48	1	17,200		0.2%
98	Additional Office Space		49	2	11,500		0.1%
99	Vehicle		50	3	24,300		0.3%
100	Total	\$ 206,209,700			\$ 15,167,400		7.4%

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

		% of				(1)		(2)		(3)		(4)		(5)					
		Projected Date	Non-Aux.	Gross	Non-Aux.	Custodial Costs				Utility	Maintenance Costs			Total	% qtrs	Revised			
		of Occupancy	Education	Sq Footage	Sq Footage	FTE	Sal & Ben	Supplies	Total	Estimate	Repl Value	Cost@1.5%	Other	Occ Cost	used in FY20	FY21			
1	Institution/Project																		
2																			
3	BOISE STATE UNIVERSITY																		
4	New Fine Arts Building	June-19	100%	97,621	97,621	3.75	151,000	9,800	160,800	170,800	42,000,000	630,000	108,800	1,070,400	100%	1,070,400			
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	151,800	9,800	161,600	171,400	48,280,000	724,200	114,100	1,171,300	100%	1,171,300			
8	Less FY20 allocation					-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	64,000	4,100	68,100	72,200	15,000,000	207,000	42,800	390,100	100%	390,100			
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	159,458	7,666	167,124	157,536		633,600	103,146	1,061,406		1,491,400			
13																			
14	IDAHO STATE UNIVERSITY																		
15	Meridian Library Infill	August-19	100%	1,351	1,351	0.05	2,000	100	2,100	2,400	212,000	3,200	1,200	8,900	100%	8,900			
16	Meridian Cadaver Lab Expansion	August-19	100%	12,136	12,136	0.47	18,900	1,200	20,100	21,200	7,042,000	105,600	15,000	161,900	100%	161,900			
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	2,400	200	2,600	2,600	174,000	2,600	1,300	9,100	100%	9,100			
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	2,000	100	2,100	2,100	242,800	3,600	1,100	8,900	100%	8,900			
21	Less FY20 allocation					(0.03)	(900)	(50)	-950	(1,050)		(1,800)	(550)	-4,350	100%	(4,400)			
22						0.35	14,700	850	15,550	15,350		53,850	9,650	94,400		94,300			
23	UNIVERSITY OF IDAHO																		
24	WWAMI Medical Education Bldg Expansion	July-19	100%	4,070	4,070	0.16	6,500	400	6,900	7,100	2,461,000	36,900	5,100	56,000	100%	56,000			
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	800	100	900	1,000	201,000	3,000	600	5,500	100%	5,500			
27	Less FY20 allocation					-0.01	-350	0	-350	-400		-1,500	(250)	-2,500	75%	(1,900)			
28	6th Street Greenhouse Addition	** April-21	100%	1,800	1,800	0.07	2,800	200	3,000	3,200	800,000	12,000	2,000	20,200	25%	5,100			
29	Reconciliation of past occupancy costs awarded																		
30	Aquaculture Research Institute Lab (shortfall, as reported 18 Sep 2018)					0.00	0	0	0	0		0	0	9,900		9,900			
31	Ag Science Lobby ADA expansion (shortfall, as reported 29 May 2018 )					0.00	0	0	0	0		0	0	4,300		4,300			
32	Food Research Lobby ADA expansion (shortfall, as reported 29 May 2018)					0.00	0	0	0	0		0	0	2,400		2,400			
33						0.16	6,800	500	7,300	7,350		31,950	4,900	68,100		53,600			
34	AG RESEARCH & EXTENSION																		
35	Aberdeen Research Support Facility	November-18	100%	1,790	1,790	0.07	2,800	200	3,000	3,100	420,000	6,300	1,700	14,100	100%	14,100			
36	Less FY20 allocation					-0.04	-1,300	-100	-1,400	-1,550		-3,100	(850)	-6,900	100%	(6,900)			
37	NMCREEC Classroom/Office Facility	October-19	100%	8,300	8,300	0.32	13,000	800	13,800	14,500	2,500,000	37,500	8,400	74,200	100%	74,200			
38	Less FY20 allocation					-0.16	-5,900	-400	-6,300	-7,250		-18,750	(4,200)	-36,500	75%	(27,400)			
39	Sandpoint Rsch & Extension Complex	August-18	100%	21,534	21,534	0.83	33,600	2,200	35,800	37,700	5,670,000	85,100	21,100	179,700	100%	179,700			
40	Less FY20 allocation					-0.42	-15,250	-1,100	-16,350	-18,850		-42,550	(10,550)	-88,300	100%	(88,300)			
41	Aberdeen Cereal Research Laboratory	February-19	100%	1,500	1,500	0.06	2,400	200	2,600	2,600	225,000	3,400	1,300	9,900	100%	9,900			
42	Seed Potato & Germplasm Facility, Moscow **	January-21	100%	15,000	15,000	0.58	23,500	1,500	25,000	26,300	5,000,000	75,000	15,600	141,900	50%	71,000			
43	Parma Research Support Facility	** April-21	100%	1,800	1,800	0.07	2,800	200	3,000	3,200	400,000	6,000	1,700	13,900	25%	3,500			
44	Sheep Center Research Support Facility	** April-20	100%	1,800	1,800	0.07	2,800	200	3,000	3,200	400,000	6,000	1,700	13,900	100%	13,900			
45						1.39	58,450	3,700	62,150	62,950		154,900	35,900	315,900		243,700			
46																			
47	LEWIS-CLARK STATE COLLEGE																		
48	Career & Technical Education Building	July-20	100%	86,169	86,169	3.31	133,400	8,600	142,000	150,800	16,307,207	244,600	79,400	616,800	100%	616,800			
49																			
50	COLLEGE OF SOUTHERN IDAHO																		
51	Veterinary Technology Building	December-20	100%	6,500	6,500	0.25	9,900	700	10,600	11,400	6,500	100	5,000	27,100	50%	13,600			
52																			
53	NORTH IDAHO COLLEGE																		
54	North Idaho Collaborative Education Building	June-19	100%	29,000	29,000	1.12	44,500	2,900	47,400	50,800	7,502,600	112,500	28,300	239,000	100%	239,000			
55	Less FY20 allocation					-0.56	-20,200	-1,400	-21,600	-25,400		-56,250	(14,150)	-117,400	100%	(117,400)			
56						0.56	24,300	1,500	25,800	25,400		56,250	14,150	121,600		121,600			
57	* Purchase of building did not proceed; returns funding allocated in FY20																		
58	** Preliminary notification to DFM and LSO to be provided upon project construction authorization																		

59

60 (1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.

61 (2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.

62 Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

63 Salary CU: \$21,630.00 CC: \$20,600.00

64

65

66

67

68

69

## Benefits

70

FICA

71

SSDI salary to \$110,100

6.2000% x salary

72

SSHI

1.4500% x salary

73

Unemployment Insurance

0.0000% x salary

74

Life Insurance

0.7210% x salary

75

Retirement: PERSI

11.9400% x salary

76

Workmans Comp

x salary

77

Sick Leave

0.6500% x salary

78

Human Resources

79

20.9610% per position

80

Health Insurance

\$13,850.00

81

Supplies

0.10

82

(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 &amp; 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

BSU	ISU	UI	LCSC	CSI	NIC	CWI	CEI
0.83%	0.25%	2.12%	0.76%	4.81%	4.50%	4.35%	4.35%
0.360%	0.360%		0.554%				
22.1510%	21.5710%	23.0810%	22.2745%	25.7710%	25.4610%	25.3110%	25.3110%

**Faculty Promotions Budget Request  
FY 2021**

	<b>FTE</b>	<b>Salary per FTE</b>	<b>Salary</b>	<b>Benefits</b>	<b>PC Total</b>
<b>Boise State University</b>					
Promote from Assistant Professor to Associate Professor	37.0	7,000	259,000	53,590	312,590
Promote from Associate Professor to Full Professor	19.0	10,000	190,000	39,313	229,313
<b>Total</b>	<b>56.0</b>		<b>449,000</b>	<b>92,903</b>	<b>541,903</b>
<b>Idaho State University</b>					
Promote from Associate Professor to Full Professor - Academic Year	2.0	8,500	17,000	3,478	20,478
Promote from Associate Professor to Full Professor - 10 Month	1.2	9,400	10,925	2,235	13,160
Promote from Associate Professor to Full Professor - Fiscal Year	1.0	10,300	10,300	2,107	12,407
Promote from Assistant Professor to Associate Professor - Academic Year	10.7	6,000	64,200	13,135	77,335
Promote from Assistant Professor to Associate Professor - 10 Month	1.0	6,700	6,700	1,371	8,071
Promote from Assistant Professor to Associate Professor - Fiscal Year	3.0	7,300	21,900	4,481	26,381
Promote from Senior Instructor to Assistant Professor - Academic Year	1.0	3,500	3,500	716	4,216
Promote from Instructor to Senior Instructor - Academic Year	1.0	2,500	2,500	511	3,011
Promote from Instructor to Senior Instructor - 10 Month	1.0	2,800	2,800	573	3,373
Promote from Associate Lecturer to Senior Lecturer - Academic Year	2.0	2,500	5,000	1,023	6,023
Promote from Assistant Lecturer to Associate Lecturer - Academic Year	1.0	1,000	1,000	205	1,205
Promote from Assistant Lecturer to Associate Lecturer - 10 Month	1.0	1,100	1,100	225	1,325
<b>Total</b>	<b>25.9</b>		<b>146,925</b>	<b>30,060</b>	<b>176,985</b>
<b>University of Idaho</b>					
Promote from Assistant Professor to Associate Professor - Academic Year	25.5	6,000	153,025	31,219	184,244
Promote from Assistant Professor to Associate Professor - Fiscal Year	1.0	7,300	7,300	1,489	8,789
Promote from Associate Professor to Full Professor - Academic Year	9.2	8,500	77,775	15,867	93,642
Promote from Associate Professor to Full Professor - Fiscal Year	0.1	10,300	1,302	266	1,568
Promote from Instructor to Senior Instructor - Academic Year	4.9	2,500	12,178	2,484	14,662
Promote from Instructor to Senior Instructor - Fiscal Year	0.0	3,050	-	-	-
<b>Total</b>	<b>40.7</b>		<b>251,580</b>	<b>51,325</b>	<b>302,905</b>
<b>Lewis-Clark State College</b>					
Promote from Assistant Professor to Associate Professor	11.0	6,000	66,000	13,600	79,600
Promote from Associate Professor to Full Professor	5.0	9,500	47,500	9,800	57,300
<b>Total</b>	<b>16.0</b>		<b>113,500</b>	<b>23,400</b>	<b>136,900</b>

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: Systemwide Needs

Function No.: 02

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

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

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

**Description:**

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



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

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

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

#### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Funding is being requested to scale up Parent Academies at all eight public Idaho postsecondary institutions. No Board staff would be used for this activity other than that necessary for the distribution of funds.
2. Indicate the specific source of authority, whether in statute or rule, that supports this request. Idaho Code 33-111
3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base? None is in the agency Base.
4. 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).

5. 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.
6. 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: College and Universities

FUNCTION: Systemwide Needs

ACTIVITY: Board approved category

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

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

Original Submission X or

Revision No. \_\_\_\_

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

**Description:**

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

**Questions:**

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

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

2. Indicate the specific source of authority, whether in statute or rule, that supports this request. Idaho Code 33-111
3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base? None is in the agency Base.
4. 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 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\*.25=\$13,840.

Buyout at 33% is \$4,567

Common-numbered courses that need OER development: 43

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

5. 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.

6. 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: College and Universities

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: <b>12.03</b>		Title: <b>www.NextSteps.Idaho.gov</b>			Priority Ranking 3 of 3
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Site maintenance	\$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.gov](http://www.NextSteps.Idaho.gov) website provides college and career information and resources targeted toward Idaho students in 8<sup>th</sup> through 12<sup>th</sup> grade as well as their parents and school counselors and advisors who work with those students. The Workforce Development Taskforce, convened in 2017, recommended expanding the Next Steps website to also target adults seeking training and education, and for the website to serve as a single portal for all college and career advising for students and adults. The recommendation was based in part due to the strong branding of the Next Steps website and high user rates. These user rates are a direct result of the research that was conducted specific to the original target audience (Idaho students and their parents 8<sup>th</sup> through 12<sup>th</sup> grade) in the initial development of the site and on-going maintenance, testing, and updating of the site.

In FY19 the Board Office engaged a consultant to conduct research on updating the website to include the expanded target audience and initiate the first phase of updates to the website. Research included 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 also included a review of other states' websites identified as effectively meeting the needs of a similar population. This research was necessary to prevent any diminished usage of Next Steps by the current target audience while identifying strategies to create the expanded portal.

Findings and recommendations resulting from the research were presented to the Board in June 2019.

Development to expand the website will be done in collaboration with the Workforce Development Council, other state agencies, colleges and universities 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 costs associated with annual maintenance and updating of the site.

**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 multiple responsibilities include 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 site's 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 for maintenance and updates.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request. Idaho Code 33-111
3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base? 1 FTE is borrowed from OSBE to work on NextSteps initiatives and approximately \$150,000 in operating expenses is dedicated from Systemwide Needs funds for NextSteps development and maintenance.
4. 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.

5. 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 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.

6. 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. Without the funding the Board will not be able to assure the necessary maintenance of the site is done in order to maintain its value and usability. Websites that are not maintained and updated quickly become obsolete.



**AGENCY: Colleges and Universities**

FUNCTION: Boise State University

ACTIVITY: Instruction and Student Support

Agency No.: 510

Function No.: 02

Activity No.:

FY 2021 Request

Page 1 of 7 Pages

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

A: Decision Unit No: <b>12.01</b>		Degree Completion and Career Readiness			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	28.0				28.0
PERSONNEL COSTS:					
1. Salaries	\$1,341,200				\$1,341,200
2. Benefits	\$666,500				\$666,500
3. Group Position Funding	\$530,600				\$530,600
TOTAL PERSONNEL COSTS:	\$2,538,300				\$2,538,300
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	\$3,243,500				\$3,243,500

**Description:**

Boise State University requests 28.0 FTP and \$3,243,500 in General Fund for programs that support degree completion and career readiness program. Of this request, \$2,538,300 is for personnel costs to fund nineteen career specialists positions, eight lecturer and staff positions, and one technical support position to maintain a student-oriented degree tracker software system. Boise State believes this investment will measurably increase student retention rates, degree completion rates, and student preparation for post-college career. This request supports the Idaho State Board of Education's "Complete College Idaho" initiative.

Funding will be utilized to improve academic success early in a student's career, to increase degree completion rates, and to better prepare students for careers by embedding career services in the academic colleges and connecting classroom learning, academic advising and support, and career counseling/job search.

The Idaho State Board of Education (SBOE) has directed post-secondary institutions to focus their efforts on the "Game Changer" strategies identified by Complete College America (CCA) as part of the SBOE's Momentum Pathways initiative. Boise State has a long and highly successful history of work in increasing retention and graduation rates; work that aligns remarkably well with the goals of CCA. 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? Specifically, what problem is this request trying to solve and how does this request address that problem?

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

The proposed initiative will help students connect their educational experience to a future career. Funding will be utilized to embed career services in the academic colleges and connect classroom learning, academic advising and support, and career counseling/job search advising through the implementation of a student success team model in each college. The student success team will work with department/college staff to set strategic direction, identify outcomes, and assign responsibilities. College career specialists will also work directly with faculty and staff in each college to embed career education in the classroom.

This initiative is aligned with the CCA Momentum Year, Academic Maps, and Proactive Advising game changer strategies prioritized by the SBOE and aligns with the Purpose First” initiative 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.

## 2. Next Steps to Increase Early Academic Success

- **Expansion of Math Co-requisites and Math Pathways:** Boise State’s Math Learning Center has developed a highly effective structure for facilitating the success of students in early mathematics courses for students pursuing majors in STEM (Science, Technology, Engineering, and Math) 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 the 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 provide 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 students that may need additional academic support.

- **Expansion of the Learning Assistant Program:** Learning Assistants support students enrolled in 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.

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.

### 3. 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. Indicate the specific source of authority, whether in statute or rule, that supports this request.

This request supports two goals identified in the Idaho State Board of Education strategic plan.

- 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.
- 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.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

Boise State currently budgets 31 specific academic advising positions with a total personnel costs of \$1,980,000. In addition, the university budgets numerous other positions with advising responsibilities such as student success coaches.

The Boise State Career Center is budgeted for 8.5 positions with a total personnel cost of \$751,000. In addition, \$665 is budgeted for OE.

As a pilot project, the College of Business and Economics has embedded career services in their College. COBE career services is budgeted for 3.0 career services positions with a total personnel cost of \$214,012. In addition, \$7,450 is budgeted for OE.

4. What resources are necessary to implement this request?
- List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
  - List any additional operating funds and capital items needed.
  - 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 (see attachment for details):

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 -- Advisor

Math Learning Center -- Computer support specialist

Math Learning Center -- Coordinator of Co-requisites

Math Learning Center – Tutors: \$86,952 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 student 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

5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

All funding requested is ongoing. Boise State will fund one-time costs associated with adding new positions.

6. 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?

Expanding career services and embedding career services into a student's academic experience will benefit all Boise State students by helping them identify their career purpose early in their College career and working to improve their likelihood of career success once they graduate. Graduating more career-ready students will benefit Idaho employers and the Idaho economy.

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 for all students.

Without this funding, implementation of the student success team model and expansion of career services 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 4 Pages

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

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

**Description:**

Boise State University requests \$2,100,000 in 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. Indicate the specific source of authority, whether in statute or rule, that supports this request.

This request supports two goals identified in the Idaho State Board of Education strategic plan.

- 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.
- 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.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

For FY19, Boise State budgeted \$600,000 (\$300,000 one-time, \$300,000 ongoing) for the True Blue scholarship program.

4. 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.

5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

All funding requests are ongoing.

6. 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 \_\_\_ or

Revision No. \_X\_

<b>MOMENTUM PATHWAYS / ISU CENTER FOR MATHEMATICS PATHWAYS</b>					
A: Decision Unit No: <b>12.01</b>	Title: <b>PATHWAYS</b>			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	17.00				17.00
PERSONNEL COSTS:					
1. Salaries	\$850,000				\$850,000
2. Benefits	501,400				501,400
3. Group Position Funding (Teacher Stipends and Tutor Funding)	400,000				400,000
TOTAL PERSONNEL COSTS:	\$1,751,400				\$1,751,400
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	\$2,124,700				\$2,124,700

**Description:****Center for Momentum 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. *Indicate the specific source of authority, whether in statute or rule, that supports this request.*

**-Section V.A.-General Authority** and subsections as identified in the Idaho State Board Policies. (<http://boardofed.idaho.gov/board-policies-rules/board-policies/financial-affairs-section-v/v-a-general-authority>). Idaho State Legislature Section 33-3001 (establishment of Idaho State University)

3. *What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?*

-Request for new appropriation for expansion of programs which currently do not have the recurring budget to expand but for which ISU can contribute one-time funding until sustainable program growth is realized.

4. *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 17 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, 9 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.

5. *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.

6. *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: Office of the State Board of Education**

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

Page 1 Of 9 Pages

ACTIVITY: Idaho Workforce

Original Submission \_\_\_ or

Development

Activity No.:

Revision No. \_X\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Idaho Workforce Development</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	13.00				13.00
PERSONNEL COSTS:					
1. Salaries	1,199,200				1,199,200
2. Benefits	423,500				423,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	1,622,700				1,622,700
OPERATING EXPENDITURES by summary object:					
1. Travel (ongoing)	109,500				109,600
2. Communications (ongoing)	12,400				12,400
3. Materials/Supplies/Equip. (ongoing)	166,500				166,500
TOTAL OPERATING EXPENDITURES:	288,400				288,400
CAPITAL OUTLAY by summary object:					
1. Office Equipment (one-time)	4,500				4,500
TOTAL CAPITAL OUTLAY:	4,500				4,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,915,600				1,915,600

## **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. Indicate the specific source of authority, whether in statute or rule, that supports this request.

**-Section V.A.-General Authority** and subsections as identified in the Idaho State Board Policies. (<http://boardofed.idaho.gov/board-policies-rules/board-policies/financial-affairs-section-v/v-a-general-authority>). Idaho State Legislature Section 33-3001 (establishment of Idaho State University)

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the base?

-Request is for new appropriation for expansion of programs which currently do not have the recurring budget to expand but for which ISU can contribute one-time funding until sustainable program growth is realized.

4. 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: **\$1,000,700**

***Expansion of Nursing Programs in SE Idaho*** - Total Personnel Costs: **\$367,700**

- 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:**

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

**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:**

<i>Travel</i>	<i>\$17,500</i>
<i>Communications</i>	<i>\$2,000</i>
<i>Materials/Supplies/Equipment</i>	<i>\$30,000</i>

**Total Request for Ongoing Operating Expense: \$49,500**

- 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.

5. 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.

6. 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: 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. Indicate the specific source of authority, whether in statute or rule, that supports this request.

**-Section V.A.-General Authority** and subsections as identified in the Idaho State Board Policies. (<http://boardofed.idaho.gov/board-policies-rules/board-policies/financial-affairs-section-v/v-a-general-authority>). Idaho State Legislature Section 33-3001 (establishment of Idaho State University)

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

-Request is for new appropriation for expansion of programs which currently do not have the recurring budget to expand but for which ISU can contribute one-time funding until sustainable program growth is realized.

4. 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: **\$254,300**

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

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

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

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

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

**Ongoing Requests for Operating Expense:**

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

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

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

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

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)
5. 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.

6. 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:

Agency No.: 510

Function No.: 04

Activity No.:

FY 2021 Request

Page 1 of 9 Pages

Original Submission \_\_\_\_ or

Revision No. \_\_\_\_

Complete College America: A Better Deal for Returning Adults					
A: Decision Unit No: <b>12.01</b>	Title: <b>Complete College America: A Better Deal for Returning Adults</b>		Priority Ranking 1 of 5		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	14.00				14.00
PERSONNEL COSTS:					
1. Salaries	\$804,400				\$804,400
2. Benefits	358,800				358,800
3. Group Position Funding	12,800				12,800
TOTAL PERSONNEL COSTS:	\$1,176,000				\$1,176,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$38,000				\$38,000
2. Operating	56,000				56,000
3. Operating – Streaming server	85,000				85,000
4. Operating – Emsi Adult Learner Tool Annual Subscription	75,000				75,000
TOTAL OPERATING EXPENDITURES:	\$254,000				\$254,000
CAPITAL OUTLAY by summary object:					
1. Start-Up/Capital Outlay	\$68,500				\$68,500
2. Video Recording Studio (OT CO)	27,700				27,700
TOTAL CAPITAL OUTLAY:	\$96,200				\$96,200
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,526,200				\$1,526,200

**Description:**

Funding this proposal will provide the infrastructure University of Idaho needs to offer online programs for adults returning to complete their college education. It will allow us to create an Office of Adult Learning Services, connect programming to workforce needs, design and deliver online accelerated courses and competency-based courses, integrate prior learning assessment, and support the special needs of adult and place-bound

students. We followed the best practices described in Complete College America's ***A Better Deal for Returning Adults*** when developing this request.

**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 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. The University of Idaho is also interested in creating a certificate program modeled from University of Utah's Academic Partnership Program to offer noncredit certificate and micro-certificate programs based on Idaho workforce needs. Programs like these can be the first step in re-engaging the adult learner with the institution, which can encourage them to complete a degree. Creating robust programs for returning adults requires significant investment in people and technology. We need instructional designers who can work with faculty to create shorter, accelerated courses that can be offered year-round using predictable schedules that fit the lives of busy adults. Further, we must increase our capacity to provide credit for prior learning, offer competency-based courses, and provide a high level of service and advising to students who study with us at a distance. We also need to have a strong marketing and recruitment strategy to connect adult learners with our programs. This request is focused on two areas: supporting online programs and creating an Office of Adult Learning Services.

**Priority 1. Supporting Online Programs.** 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 a senior instructional designer, four instructional designers, and two multimedia designers. Two instructional designers will be responsible for designing high quality online courses and degree programs and oversee the quality assurance process. Our third instructional designer will work with faculty to create competency-based general education courses, and the fourth will focus on the design of accelerated courses for specific majors. 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 Designers to support faculty in the design and delivery of high quality online courses.
3. One Competency-Based Education Instructional Designer to support faculty in designing and delivering high quality general education courses.
4. One Adult Learner Instructional Designer to support faculty in designing and delivery high quality, accelerated courses for adult learners.
5. 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.
6. 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 plan 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. Office of Adult Learning Services.** To create an infrastructure to support adult learning, we request funding to create the Office of Adult Learning Services and to support the following positions in that office:

1. Director of Adult Learning Services to manage marketing and recruiting, student support, and prior learning assessment efforts; coordinate with admissions and financial aid; and establish partnerships with external stakeholders to ensure program alignment with market and workforce development needs.
2. Workforce Development Coordinator who will coordinate the development and delivery of workforce development and continuing education programs.
3. Prior Learning Assessment Coordinator who will consult with faculty to create and implement a PLA workshop course and the PLA assessment process, including directing the PLA portfolio process.
4. Academic Advisor, Adult Learning Services, to provide proactive advising to students to support their timely degree completion.
5. Administrative Assistant for Adult Learning Services.
6. Recruiting and Marketing Specialist for Adult Learning Services.
7. Registration Clerk for Adult Learning Services.

We are also seeking funding for an annual subscription to the *Adult Learner Tool*, available from Emsi in 2020. This tool evaluates our current program/degree offerings, workforce needs, and skills gaps for adult learners and then provides data for program planning to ensure we create the degrees, certificates, and microcredential programs that are in demand in our state and region and that leverage our current 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.**

1. Senior Instructional Designer, Center for Excellence in Teaching & Learning  
1 FTE, \$85,000 Exempt, Benefits Eligible, Date of Hire July 2020
2. Instructional Designer 1, Center for Excellence in Teaching & Learning  
1 FTE \$65,000, Exempt, Benefits Eligible, Date of Hire July 2020
3. Instructional Designer 2, Center for Excellence in Teaching & Learning  
1 FTE \$65,000, Exempt, Benefits Eligible, Date of Hire July 2020
4. Instructional Designer (competency-based education), Center for Excellence in Teaching & Learning  
1 FTE \$65,000, Exempt, Benefits Eligible, Date of Hire July 2020
5. Instructional Designer (adult learner), Center for Excellence in Teaching & Learning  
1 FTE \$65,000, Exempt, Benefits Eligible, Date of Hire July 2020
6. Senior Digital Media Teaching and Learning Specialist  
1 FTE, \$67,500, Exempt, Benefits Eligible, Date of Hire July 2020
7. Digital Media Lab and Instructional Technology Specialist  
1 FTE, \$47,500, Exempt, Benefits Eligible, Date of Hire July 2020
8. Four Part-time Undergraduate Student Media Editors  
0 FTE, \$12,800 Not Benefits Eligible, Date of Hire August 2020
9. Director of Adult Learning Services, Center for Excellence in Teaching & Learning  
1 FTE, \$95,000, Exempt, Benefits Eligible, Date of Hire: July 2020
10. Workforce Development Coordinator, Adult Learning Services  
1 FTE, \$50,000, Exempt, Benefits Eligible, Date of Hire: July 2020
11. Prior Learning Assessment Coordinator, Adult Learning Services  
1 FTE, \$50,000, Exempt, Benefits Eligible, Date of Hire: July 2020
12. Academic Advisor, Adult Learning Services  
1 FTE, \$45,000, Exempt, Benefits Eligible, Date of Hire: July 2020
13. Administrative Assistant, Adult Learning Services  
1 FTE, \$33,280, Non-Exempt, Benefits Eligible, Date of Hire: July 2020
14. Recruiting and Marketing Specialist, Adult Learning Services  
1 FTE, \$42,000, Exempt, Benefits Eligible, Date of Hire: July 2020
15. Registration Clerk, Adult Learning Services  
1 FTE, \$29,120, Non-Exempt, Benefits Eligible, Date of Hire: July 2020

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

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.

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

1. Senior Instructional Designer, Center for Teaching & Learning, Academic Initiatives
  - Staff Travel: \$5,000
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
2. Instructional Designer, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
3. Instructional Designer, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
4. Instructional Designer, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
5. Instructional Designer, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
6. Senior Digital Media Teaching and Learning Specialist, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$5,000
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
7. Digital Media Lab and Instructional Technology Specialist, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2,500

- Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
8. One Button Studio Capital Outlay: \$13,513 (One-time)
  9. Lightboard Studio & Portable Lightboard Capital Outlay: \$14,150 (One-time)
  10. Streaming Server (MyMedia by Kaltura): \$85,000 annually
  11. Director of Adult Learning Services, Center for Teaching & Learning, Academic Initiatives
    - Staff Travel: \$5,000
    - Operating Expenses: \$4,000
    - Start-Up/Capital Outlay: \$5,060
  12. Workforce Development Coordinator, Adult Learner Services, Academic Initiatives
    - Staff Travel: \$2,500
    - Operating Expenses: \$4,000
    - Start-Up/Capital Outlay: \$5,060
  13. Prior Learning Assessment Coordinator, Adult Learner Services, Academic Initiatives
    - Staff Travel: \$2,500
    - Operating Expenses: \$4,000
    - Start-Up/Capital Outlay: \$5,060
  14. Academic Advisor, Adult Learner Services, Academic Initiatives
    - Staff Travel: \$3,000
    - Operating Expenses: \$4,000
    - Start-Up/Capital Outlay: \$5,060
  15. Administrative Assistant, Adult Learner Services, Academic Initiatives
    - Operating Expenses: \$2,000
    - Start-Up/Capital Outlay: \$3,910
  16. Recruiting and Marketing Specialist, Adult Learner Services, Academic Initiatives
    - Staff Travel: \$2,500
    - Operating Expenses: \$8,000
    - Start-Up/Capital Outlay: \$5,060
  17. Registration Clerk, Adult Learner Services, Academic Initiatives
    - Operating Expenses: \$2,000
    - Start-Up/Capital Outlay: \$3,910
  18. Emsi Adult Learner Tool, \$75,000 (annually)

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

We reviewed other institutional structures (e.g., University of Utah, University of South Alabama, Penn State-Behrend) when creating our plan for an Office of Adult Learning Services. 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 returning adult students and online course development for ***A Better Deal for Returning Adults***.

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 and workstations 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?**

Returning adult students who have some college credits will be served by this request. With funding to support an Office for Adult Learning Services as well as staff to support high quality 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.



Without this funding, it will be difficult to develop high quality online programs for returning adults, hindering us from fully implementing the Complete College American game changer strategies that are part of Idaho's Momentum Pathways Project.

**5. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

The University of Idaho, which predates the State of Idaho, is confirmed in the Constitution of the State Of Idaho in Article IX, Section 10:

SECTION 10. STATE UNIVERSITY — LOCATION, REGENTS, TUITION, FEES AND LANDS. The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments, heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university, and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law. The regents may impose rates of tuition and fees on all students enrolled in the university as authorized by law. No university lands shall be sold for less than ten dollars per acre, and in subdivisions not to exceed one hundred and sixty acres, to any one person, company or corporation.

In addition, this specific request is in alignment with the State Board of Education's Strategic Plan as well as direction given by the State Board of Education at its April 2019 meeting specifically related to FY2021 Line Item requests:

Per State Board of Education Strategic Plan:

GOAL 3; Object 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).

Per State Board of Education April 2019 Agenda, Business Affairs and Human Resources regarding Line Item Requests (bold added):

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**

AGENCY: College and Universities

Agency No.: 510

FY 2021 Request

FUNCTION: University of Idaho

Function No.: 04

Page 1 of 15 Pages

ACTIVITY:

Activity No.:

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

A: Decision Unit No: <b>12.02</b> Title: <b>Complete College America Game Changers</b> Priority Ranking 2 of 5					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	26.98				26.98
PERSONNEL COSTS:					
1. Salaries	1,412,300				1,412,300
2. Benefits	664,400				664,400
3. Group Position Funding	484,100				484,100
TOTAL PERSONNEL COSTS:	2,560,800				2,560,800
OPERATING EXPENDITURES by summary object:					
1. Travel	76,500				76,500
2. Operating	126,000				126,000
3. Training Materials, Textbooks, Marketing Materials	80,500				80,500
4. Math Database Updates	30,000				30,000
TOTAL OPERATING EXPENDITURES:	313,000				313,000
CAPITAL OUTLAY by summary object:					
1. Computers/Monitors/Workstations	175,400				175,400
2. Math (Polya) Lab Laptops	42,000				42,000
TOTAL CAPITAL OUTLAY:	217,400				217,400
T/B PAYMENTS:	79,000				79,000
LUMP SUM:					
GRAND TOTAL	3,170,200				3,170,200

**Description:**

University of Idaho requests funding to increase our ability to support students' timely degree completion by creating new programs and courses, adding co-requisite support, engaging in proactive advising, and providing extra support, particularly in the first two years, so that students gain the momentum they need to graduate on-time. Our requests are illustrated below under the categories of *advising*, *courses*, and *support programs*, and they are aligned to CCA Game Changer Strategies.

Advising	Courses	Support Programs
Proactive Advising Professional Advisors Health Professions Coordinator	First Year Experience Course Math 143 Co-Requisite Math 153 Co-Requisite Math 251 Co-Requisite ENGL 101/109 Co-Requisite	First Year Experience Support Transfer Year Experience Support Peer Mentoring Academic Coaching Learning Specialist Co-Op Career Readiness
	Supplemental Instruction for High Failure Courses University Pathways Program for New Students	
CCA Strategy: Proactive Advising	CCA Strategies: Math Pathways, Co-Requisite Support, Momentum Year, Proactive Advising	CCA Strategies: Momentum Year & 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. 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 course for our STEM majors. Currently, we teach 2,000 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. Five Instructors of Mathematics to teach MATH 143 and provide co-requisite support.
2. Five 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. **Two Instructors 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. **Three 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 2. Student Support Programs.** Proactive advising is most effective when an institution has a wide variety of support programs to target students who are underperforming or who are at risk for failure. Currently, the U of I has some support services for these students, such as Supplemental Instruction for historically difficult courses and academic coaching, but we need to increase our capacity in these areas as well as create new support programs to encourage timely degree completion. Additionally, surveys and focus groups with U of I students have indicated students need additional supports to help them transition to college, which points to a need for a first-year experience course for new students as well as transfers. Another area of support focuses on career readiness, specifically a co-operative education program that connects industry and the university in a partnership to provide students with real-world work experience. To support these efforts, we plan to build new programs and expand existing ones:

**First-Year and Transfer Experience.** To support first-year students as well as those who transfer to U of I, we will create new courses that focus on developing an academic mindset, career exploration, engagement with the university community, and connecting with university resources that support student success. This will require a faculty coordinator and student support coordinator as well as funds to deliver new first year experience/transfer experience courses. High quality First Year Experience (FYE) courses incorporate both academic and non-academic components so that students are able to develop academic skills to support their four years at the university as well as develop personal skills, build healthy relationships, find and use available resources, and maintain personal wellness. To that end, we request:

1. **One First-Year Experience (FYE) Coordinator (faculty) to support planning, delivery, and assessment of the FYE course.**
2. **One FYE Student Success Coordinator (staff) to develop FYE programming and supplemental materials related to career exploration, community engagement, and accessing university resources.**
3. **The equivalent of 8 FTE faculty positions to support 48 sections of the FYE course annually.**

**Supplemental Instruction.** With a mix of permanent and temporary funding, we launched the Supplemental Instruction-Peer Assisted Study Sessions (SI-PASS) program in spring 2017 to increase success rates in courses with historically high failure rates (courses where many students earned a D or F or withdrew, also know, as DFW rate). SI-PASS provides high-quality, peer-facilitated, interactive study sessions. Our data indicates that students who attend the program have higher success rates than their peers who do not attend. Long-term funding is requested to expand SI-PASS to support more students in additional difficult courses and to support the tenets of proactive advising strategies by providing quality academic support for students to stay on track to graduation. We request funding to increase the SI-PASS Specialist position to full-time and to support at least 40 course lectures starting in FY21.

**Peer Mentoring Program.** Based on data from a spring 2019 freshman and sophomore student experience survey we found, consistent with the literature, that student's sense of isolation is a key area to target for intervention. We request funds to create a new Peer Mentoring Program Coordinator position who will develop and implement a peer-to-peer mentoring program to help students connect with their peers and foster community and a sense of belonging for students. This position will also support undeclared students in conjunction with best practices set by Complete College America. We request:

1. **One Peer Mentoring Program Coordinator to develop and implement the program.**

Additionally, we request funding to support stipends for 34 peer mentors.

**Academic Coaching.** Our current Academic Coaching program has three positions: An Academic Coaching Coordinator at 1.0 FTE, an Academic Coach at 0.846 FTE, and an Academic Coach at 0.55 FTE. Supporting proactive advising efforts, Academic Coaches meet with undergraduates individually to hone academic skills, teach a college success strategies course, and give academic success workshops on campus. The program started in FY18 and has seen success, with the exception of staff member retention. We request funding to bring the 0.846 FTE Academic Coach to 1.0 FTE and to fund Academic Coaching operating costs overall. Having this Academic Coach position at 1.0 FTE and operating funds will enable the Academic Coach to provide year-round service to students. This funding will also create a more stable position for the Academic Coach making for improved staff retention and recruitment.

**Learning Specialist.** The Learning Specialist will coordinate student-athlete learning and support services. This position provides intensive academic support to identified academically at-risk students and students with ADA learning/testing accommodations. Duties include implementing proactive advising strategies, academic coaching, assessing student-athlete academic needs, and monitoring academic progress. This position will support students' timely progress toward degree completion.

**University Pathways Program (UPP).** We propose to create a program for new students who are provisionally admitted to the U of I and who are just below the threshold for standard admission. Students accepted into this program will be provided adaptive instructional support, modified curriculum delivery, intensive advising, and social support. Students will be exposed to 25% more classroom instruction time and will be supported by peer mentors, proactive advising, and academic coaching. Mandatory attendance would be closely monitored as well as required participation in academic support and financial literacy programming throughout the first year. Our plan is to accept 100 students per year into this intensive first-year program. To support this program, we request:

1. **One Coordinator for the University Pathways Program to manage the program.**
2. **One UPP Academic Advisor to monitor student progress and proactively advise UPP students.**

We are also requesting funds to support 10 faculty in additional compensation to teach UPP courses as overloads, a model that has been highly successful for international students in our Global Student Success Program. Additional funds will support 10 peer mentors, each of whom will work with 10 UPP students.

**Cooperative Education Career Readiness Program.** The University of Idaho seeks to create a sustainable educational model that grows cooperative education opportunities, improves career readiness and educational return on investment, and advances talent pipeline strategies that yield timely assistance to Idaho businesses. Cooperative education is strong catalyst for career exploration, industry preparation, and skill development. Consistently, students

with co-op experience not only are retained and graduate at higher rates, they also have greater work placement success and are compensated at higher rates when compared to their peers. We piloted the program with the College of Engineering beginning in 2018, with a second cohort completing the co-op program in June 2019. With additional resources we can take the co-op program to scale in the College of Engineering, with a long-term goal of implementing co-op programs across all colleges. While the College of Engineering and Office of Career Services have secured additional grant funding from the Idaho Workforce Development Council and Idaho STEM Action Center to support this program, there remains a critical need for additional human resources to assist the incoming co-op director in a student facing capacity. We request:

- 1. Cooperative Education Career Readiness Program Coordinator to develop partnerships with business and industry to create co-op experiences and to support students throughout their co-op experience.**

**Priority 3. Proactive Advising:** University of Idaho has recently restructured to support shared, centralized advising services to increase student success. We seek funding for four 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. Further, due to the growth in our pre-health programs, we need a pre-health professions coordinator to coordinate recruitment and advising for our pre-health programs. The positions requested are:

- 1. Three Academic Advisors to support timely degree completing by implementing proactive advising strategies.**
- 2. One Pre-Health Professions Coordinator to support timely degree completion 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. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
2. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
3. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
4. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
5. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
6. Teaching Assistant, Mathematics (MATH 143), 0 FTE., \$18,837, Group, Date of Hire, August 2020
7. Teaching Assistant, Mathematics (MATH 143), 0 FTE, \$18,837, Group, Date of Hire, August 2020
8. Teaching Assistant, Mathematics (MATH 143), 0 FTE, \$18,837, Group, Date of Hire, August 2020
9. Teaching Assistant, Mathematics (MATH 143), 0 FTE, \$18,837, Group, Date of Hire, August 2020
10. Teaching Assistant, Mathematics (MATH 143), 0 FTE, \$18,837, Group, Date of Hire, August 2020
11. MATH 143 Peer Tutors (undergrads), 0 FTE, \$19,200, Not Benefits Eligible, Date of Hire, August 2020
12. Instructor for Statistical Science (MATH 153/251), 1 FTE \$67,204, Exempt, Benefits Eligible, Date of Hire: August, 2020
13. Instructor for Statistical Science (MATH 153/251), 1 FTE \$67,204, Exempt, Benefits Eligible, Date of Hire: August, 2020
14. Instructor for Statistical Science (MATH 153/251), .5 FTE \$33,602, Exempt, Benefits Eligible, Date of Hire: August 2020
15. Teaching Assistant 1, Statistical Science (MATH 153/251), 0 FTE, \$15,007.20, Date of Hire, August 2020
16. Teaching Assistant 2, Statistical Science (MATH 153/251), 0 FTE, \$15,007.20, Date of Hire, August 2020
17. Teaching Assistant 3, Statistical Science (MATH 153/251), 0 FTE, \$15,007.20, Date of Hire, August 2020
18. MATH 153/251 Peer Tutors (Undergrads), 0 FTE, \$19,200, Not Benefits Eligible, Date of hire: August 2020.
19. ENGL 101/109 Graduate Tutors, 0 FTE, \$57,600, Not Benefits Eligible, Date of Hire August 2020
20. First-Year Experience Academic Coordinator, Provost's Office, Academic Affairs, .75 FTE, \$36,000, Exempt, Benefits Eligible, Date of Hire: July 2020
21. First-Year Experience Student Success Coordinator, University Advising Services, Strategic Enrollment Management, 1 FTE, \$48,000, Exempt, Benefits Eligible, Date of Hire: July 2020
22. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020



23. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020
24. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020
25. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020
26. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020
27. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020
28. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020
29. First Year Experience Course Instructor, Provost's Office, Academic Affairs, 1 FTE, \$55,000 Exempt, Benefits Eligible, Date of Hire, August 2020
30. Increase SI-PASS Specialist from 0.423 FTE to 1.0 FTE, \$26,981, University Advising Services, Strategic Enrollment Management, Benefits Eligible, Date of Hire: position already filled at lower FTE
31. 40 SI-PASS Leader Temporary Help Positions, 0 FTE, \$151,112, Not Benefits Eligible, Date of Hire: August 2020
32. Peer Mentoring Program Coordinator, University Advising Services, Strategic Enrollment Management, 1 FTE, \$48,000, Exempt, Benefits Eligible: Date of Hire: Strt July 2020
33. Undergraduate Peer Mentors (34), 0 FTE, \$40,800, Not Benefits Eligible, Date of Hire: August 2020
34. Increase Academic Coach from 0.846 FTE to 1 FTE, \$7,342, Exempt, Benefits Eligible, Date of Hire: position already filled at lower FTE
35. Learning Specialist, Academic Support Programs, Student-Athlete Support Services, Strategic Enrollment Management, 1 FTE, \$40,000, Exempt, Benefits Eligible, Date of Hire: July 2020
36. University Pathways Program Coordinator, Academic Support Programs, Strategic Enrollment Management, 1 FTE, \$48,000, Benefits Eligible, Date of Hire: July 2020
37. University Pathways Program Academic Advisor, Academic Support Programs, Strategic Enrollment Management, 1 FTE, \$40,000, Exempt, Benefits Eligible, Date of Hire: July 2020
38. UPP Undergraduate Peer Mentors (10), 0 FTE, \$12,000, Not Benefits Eligible, Date of Hire: August 2020
39. University Pathways Program Faculty Stipends (10), 0 FTE, \$45,000, Paid to existing Benefits Eligible Faculty, Date of Hire: Start August 2020
40. Cooperative Education Career Readiness Program Coordinator, Office of Career Services, 1 FTE, \$42,500, Exempt, Benefits Eligible, Date of Hire: July 2020
41. Academic Advisor, University Advising Services, Strategic Enrollment Management, 1 FTE, \$45,000, Exempt, Benefits Eligible, Date of Hire: July 2020

- 42. Academic Advisor, University Advising Services, Strategic Enrollment Management, 1 FTE, \$45,000, Exempt, Benefits Eligible, Date of Hire: FY21
- 43. Academic Advisor, University Advising Services, Strategic Enrollment Management, 1 FTE, \$45,000, Exempt, Benefits Eligible, Date of Hire: July 2020
- 44. Pre-Health Professions Coordinator, University Advising Services, Strategic Enrollment Management, 1 FTE, \$50,000, Exempt, Benefits Eligible, Date of Hire: July 2020

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

**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.

**Student Support Programs:** Although we currently offer academic coaching, peer mentoring, and supplemental instruction to our students, we are limited in our ability to provide support to all the students who need it. Our student success data indicate that students who use these supports outperform their peers who do not use them, but we do not currently have the resources we need to scale these programs. Additional funding will allow us to serve a greater number of students and increase retention, progression, and graduation rates.

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

**Co-Requisite Support:**

1. Instructor 1, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
2. Instructor 2, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
3. Instructor 3, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
4. Instructor 4, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,0600
5. Instructor 5, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
6. Teaching Assistant 1, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
7. Teaching Assistant 2, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
8. Teaching Assistant 3, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
9. Teaching Assistant 4, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
10. Teaching Assistant 5, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
11. Instructor 1, Statistical Science (MATH 153/251), College of Science
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
12. Instructor 2, Statistical Science (MATH 153/251), College of Science
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000

- Start-Up/Capital Outlay: \$5,060
- 13. Instructor 3 (0.50 FTE), Statistical Science (MATH 153/251), College of Science
  - Staff Travel: \$1,000
  - Operating Expenses: \$2,000
  - Start-Up/Capital Outlay: \$5,060
- 14. Teaching Assistant 1, Statistical Science (MATH 153/251), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
- 15. Teaching Assistant 2, Statistical Science (MATH 153/251), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
- 16. Teaching Assistant 3, Statistical Science (MATH 153/251), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9,876
  - Start-Up/Capital Outlay: \$3,910
- 17. Math Database Updates: \$30,000 (annually)
- 18. Math (Polya) Lab Laptops (30 at \$1,400)
  - Start-Up/Capital Outlay: \$42,000
- 19. English Co-Requisite Support College of Science
  - Operating Expenses: \$12,000 (annually)
  - Start-Up/Capital Outlay: \$7,500

### **Student Support:**

1. First Year Experience Coordinator, Provost's Office, Academic Affairs
  - Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,060
2. First Year Experience Student Success Coordinator, University Advising Services:
  - Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,060
3. First Year Experience Course Instructor 1, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
4. First Year Experience Course Instructor 2, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060

5. First Year Experience Course Instructor 3, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
6. First Year Experience Course Instructor 4, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
7. First Year Experience Course Instructor 5, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
8. First Year Experience Course Instructor 6, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
9. First Year Experience Course Instructor 7, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
10. First Year Experience Course Instructor 8, Academic Affairs
  - Staff Travel: \$2,500
  - Operating Expenses: \$4,000
  - Start-Up/Capital Outlay: \$5,060
11. SI-PASS Coordinator and SI-PASS Specialist, University Advising Services
  - Staff Travel: \$5,000 (\$2,500 each position)
12. SI-PASS Operating Expenses for training materials, textbooks, marketing materials
  - Operating Expense: \$40,500
13. Peer Mentoring Program Coordinator, University Advising Services
  - Staff Travel: \$3,000
  - Operating Expense: \$7,000
  - Start-up/Capital Outlay: \$5,060
14. Academic Coach, Academic Support Programs
  - Operating Expense: \$5,000
15. Learning Specialist, Academic Support Services
  - Staff Travel: \$3,000
  - Operating Expenses: \$3,000
  - Start-up/Capital Outlay: \$5,060
16. University Pathways Program Coordinator, Academic Support Services
  - Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,060
17. University Pathways Academic Advisor, Academic Support Services

- Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,000
18. University Pathways Program Coordinator, Academic Support Programs
- Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,060
19. University Pathways Program Operating Expenses for training materials, textbooks, marketing materials
- Operating Expense: \$40,000

**Proactive Advising:**

1. Academic Advisor 1, University Advising Services, Strategic Enrollment Management
  - Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,060
2. Academic Advisor 2, University Advising Services, Strategic Enrollment Management
  - Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,060
3. Academic Advisor 3, University Advising Services, Strategic Enrollment Management
  - Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,060
4. Pre-Health Professions Coordinator, University Advising Services
  - Staff Travel: \$3,000
  - Operating Expense: \$5,000
  - Start-up/Capital Outlay: \$5,060

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

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 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.**

All funding requested is ongoing with the exception of capital outlay, which 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?**

Undergraduate students will be served by this request. With additional resources to support students in gateway math and English courses and a new first year experience course, as well as advisors to support proactive advising, and staff to support student success programs, we will increase our retention, progression, and graduation rates. With our University Pathways Program, we will be able to admit a greater number of students and provide supports to help them be successful, which may affect the go-on rate.

Without this funding we will not be able to provide corequisite support, or fully implement our proactive advising plan, hindering us from fully implementing the Complete College American game changer strategies that are part of Idaho's Momentum Pathways Project.

5. **Indicate the specific source of authority, whether in statute or rule, that supports this request.**

The University of Idaho, which predates the State of Idaho, is confirmed in the Constitution of the State Of Idaho in Article IX, Section 10:

SECTION 10. STATE UNIVERSITY — LOCATION, REGENTS, TUITION, FEES AND LANDS. The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments, heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university, and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law. The regents may impose rates of tuition and fees on all students enrolled in the university as authorized by law. No university lands shall be sold for less than ten dollars per acre, and in subdivisions not to exceed one hundred and sixty acres, to any one person, company or corporation.

In addition, this specific request is in alignment with the State Board of Education's Strategic Plan as well as direction given by the State Board of Education at its April 2019 meeting specifically related to FY2021 Line Item requests:

Per State Board of Education Strategic Plan:

GOAL 3; Object 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).

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



AGENCY: College and Universities

FUNCTION: University of Idaho

ACTIVITY:

Agency No.: 510

Function No.: 04

Activity No.:

FY 2021 Request

Page 1 of 2 Pages

Original Submission X or

Revision No. \_\_\_\_

Idaho Law and Justice Learning Center Rent – Funding Transfers					
A: Decision Unit No: <b>12.05</b>	Title:		Priority Ranking 5 of 5		
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.

**5. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

The University of Idaho, which predates the State of Idaho, is confirmed in the Constitution of the State Of Idaho in Article IX, Section 10:

SECTION 10. STATE UNIVERSITY — LOCATION, REGENTS, TUITION, FEES AND LANDS. The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments, heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university, and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law. The regents may impose rates of tuition and fees on all students enrolled in the university as authorized by law. No university lands

shall be sold for less than ten dollars per acre, and in subdivisions not to exceed one hundred and sixty acres, to any one person, company or corporation.

In addition, Idaho State Board of Education policy Section III, Subsection Z indicates that the University of Idaho is responsible for the statewide delivery of a law program.

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Adult Learner Services

Agency No.: 511

Function No.: 05

Activity No.:

FY 2021 Request

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

A: Decision Unit No: 12.01		Title: <b>Adult Learner Services</b>			Priority Ranking 1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$294,000				\$294,000
2. Benefits	88,800				88,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$382,800				\$382,800
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	\$607,800				\$607,800

**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 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. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Code Title 33, Chapter 31

3. 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	\$207,000	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 and \$3,000 for a computer workstation (total \$90,000).

4. 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.

5. 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: Compliance, Program  
Expansion and Enhancement

Agency No.: 511

Function No.: 05

Activity No.:

FY 2021 Request

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

A: Decision Unit No: <b>12.02</b> Title: <b>Program Expansion, Enhancement, and Compliance</b> Priority Ranking 2 of 4					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.00
PERSONNEL COSTS:					
1. Salaries	\$175,100				\$175,100
2. Benefits	77,700				77,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$252,800				\$252,800
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	\$274,100				\$274,100

**Description: SBOE compliance directive and FY2021 request guidelines pertaining to enhancing and expanding existing, successful programs.**

Assessment of compliance measures on campus indicate that in order to effectively manage: (a) the requirements of the Governor's Task Force on Higher Education, and (b) implementation of LCSC's Title IX compliance plan, current staffing and technology must be supplemented to an extent that requires more than merely reallocating internal funding.

Cybersecurity: A Cybersecurity Analyst would allow the College to address potential cyber threats in a more comprehensive and effective manner.

Title IX: The addition of an Athletic Trainer/Instructor to provide on-field medical support to student-athletes (a personnel resource that must be expanded as student-athlete numbers are increased) addresses Title IX compliance objectives, as well as safety objectives through adherence to the standards set forth in the Recommendations and



Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics (AMCIA) and the NAIA.

Environmental Health and Safety – Compliance: 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.

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.

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.

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.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Code Title 33, Chapter 31

3. 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
Athletic Trainer/Instructor	\$39,300	1.0 FTE	Yes	July 1, 2020	12-month
Environmental Health & Safety Specialist	\$60,800	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.

4. 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.

5. 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 requested items support existing and/or future students. Although the institution has engaged in the continual reallocation of funds to support the cybersecurity directive and move forward with Title IX compliance, the costs 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. 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 could create both financial and reputational risk.

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

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

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

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

**Description:**

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

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

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

**Questions:**

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

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

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.**

N/A

- 2. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 33-1002G for career technical school funding and eligibility

- 3. 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

- 4. 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.

- 5. 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 2020 Request

FUNCTION: State Administration and Assistance

Function No.: 01

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

ACTIVITY:

Activity No.:

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

A: Decision Unit No: <b>12.02</b>		Title: Increased Staff Capacity		Priority Ranking 2 of 9	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	197,000				197,000
2. Benefits	83,500				83,500
TOTAL PERSONNEL COSTS:	280,500				280,500
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	349,500				349,500

**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.

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.**

N/A

- 2. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

Idaho Statute 33-2203 for teacher preparation to provide CTE courses.

- 3. 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.

- 4. 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.

- 5. 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.

**12.02 Line Item - FY 2021 Request**  
**Division Staff Capacity**

Line					Pay	Benefit	FY '21	80%	80%		Total		One-	
Priority	Priority	Title	FTP	Class	Grade	Eligible	Policy	Policy	Salary	Benefits	PC	OE	Time	Total
<b>2</b>	1	Senior Mgr for Student Engagement	1.00	N/A	00	E	45.00	36.00	74,880	29,793	104,673	4,000	53,000	161,673
	2	Pgm Qlty Mgr Level (Teacher Prep)	1.00	34004	00	E	43.00	34.40	71,552	29,084	100,636	4,000	3,000	107,636
	3	Research Analyst, Senior	1.00	05449	L	E	30.41	24.33	50,606	24,625	75,231	2,000	3,000	80,231
		Totals	3.00						197,000	83,500	280,500	10,000	59,000	349,500

Y = Benefit Eligible | E = Benefit Eligible, but Exempt from DHR Fees | N = Not Benefit Eligible

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

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

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

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

**Description:**

This request is to provide increased support to the Division to help address the ongoing, 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.

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.**

N/A

- 2. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 33-2203 "...to provide for the preparation of teachers of such subjects."

- 3. 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

4. **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.

5. **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: <b>12.04</b>		Title: <b>Online Course Expansion</b>			Priority Ranking 4 of 9
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Course Development	70,000				70,000
TOTAL OPERATING EXPENDITURES:	70,000				70,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	70,000				70,000

**Description:**

These initiatives for online course development were started in fiscal year 2015. This request is for one-time funds to further online 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 legislature has asked ICTE to expand online career technical education course offerings. This funding would support creating four to six courses.

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent of online course development.

3. 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.

No additional funding is required.

4. 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 request is for one-time funding.

5. 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 ICTE 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 ICTE'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: <b>12.05</b>		Title : <b>Postsecondary Package</b>			Priority Ranking 5 of 9
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.00
PERSONNEL COSTS:					
1. Salaries	517,800				517,800
2. Benefits	237,100				237,100
3. Group Position Funding	76,400				76,400
TOTAL PERSONNEL COSTS:	831,300				831,300
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	1,727,700				1,727,700

**Description:**

Summary page for the following 28 pages of support.

# Postsecondary Line Item Request Summary - FY 2021

**ATTACHMENT 20**

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		26,000		25,000	23,300	32,400		26,300	78,200				25,900	237,100
Group	60,000		16,400											76,400
Total Personnel Costs	60,000	82,200	16,400	76,700	66,100	117,400	0	83,300	248,200	0	0	0	81,000	831,300
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	84,500	16,400	178,500	83,100	153,900	38,500	89,300	274,200	370,300	51,000	120,000	168,000	1,727,700
				379,400				281,700				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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

#### 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 one 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:

Req	Ongoing or One-Time	Hourly Rate*	FTP	Position Title
	Ongoing	30.90		Adjunct Faculty Yr1 .25 FTP
	Ongoing	30.90		Adjunct Faculty Yr2 .25 FTP
	Ongoing	14.00		P/T Adm Asst Dental Clinic .50 FTP
	Ongoing	16.00		P/T Dental Assistant .15 FTP
		91.80	0.000	

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

**Operating Expenditures** (by Summary Object)

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

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	100,000	0	100,000
----------------------	---------	---	---------

# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

#### 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 Asst Professor
	27.00	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	56,200		
Benefits	26,000		
Group			
Total	82,200	0	82,200

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

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

<b>Total Request</b>	84,500	0	84,500
----------------------	--------	---	--------

# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

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

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

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

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

#### 3) Completed within Budget sheet

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

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

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

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

# North Idaho College

## Line Item Request - FY 2021

Priority: 3

Line Item Title: Wastewater Treatment Technology

If this request includes personnel, complete the following:

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

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

**Operating Expenditures** (by Summary Object)

Total	0	0	0
-------	---	---	---

**Capital Outlay** (by Summary Object)

Total	0	0	0
-------	---	---	---

<b>Total Request</b>	16,400	0	16,400
----------------------	--------	---	--------



# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

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

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

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

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

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

#### 3) Completed within Budget sheet

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

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

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

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

# North Idaho College

## Line Item Request - FY 2021

Priority: 4  
 Line Item Title: CITE: Cybersecurity

If this request includes personnel, complete the following:

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

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	51,700		
Benefits	25,000		
Group			
Total	76,700	0	76,700

**Operating Expenditures** (by Summary Object)

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

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	80,700	97,800	178,500
----------------------	--------	--------	---------

**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.

**Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

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

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

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

1 FTE is required and OE to support the new programs.

**3) Completed within Budget sheet**

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

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

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

# Lewis-Clark State College

## Line Item Request - FY 2021

Priority: 1  
Line Item Title:

If this request includes personnel, complete the following:

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

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	42,800		
Benefits	23,300		
Group			
Total	66,100	0	66,100

**Operating Expenditures** (by Summary Object)

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

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	<b>83,100</b>	<b>0</b>	<b>83,100</b>
----------------------	---------------	----------	---------------

# 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.

**Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

**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:

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

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	85,000		
Benefits	32,400		
Group			
Total	117,400	0	117,400

**Operating Expenditures** (by Summary Object)

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

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	153,900	0	153,900
----------------------	---------	---	---------

# 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.

**Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

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

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

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

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

**3) Completed within Budget sheet**

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

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

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

This was on last year's request.

# College of Western Idaho

## Line Item Request - FY 2021

Priority: 2

Line Item Title: Cybersecurity Advanced AAS Expansion

If this request includes personnel, complete the following:

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

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

**Operating Expenditures** (by Summary Object)

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

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	<b>38,500</b>	<b>0</b>	<b>38,500</b>
----------------------	---------------	----------	---------------



# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

#### 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:

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

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	57,000		
Benefits	26,300		
Group			
Total	83,300	0	83,300

**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
-------	---	---	---

<b>Total Request</b>	89,300	0	89,300
----------------------	--------	---	--------

# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

#### 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 opportunities.

# College of Southern Idaho

## Line Item Questions - FY 2021

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

#### 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?

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 include some of the initiatives outlined herein.

#### 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	
<b>Personnel Costs</b>			
Salaries	170,000		
Benefits	78,200		
Group			
Total	248,200	0	248,200

**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
-------	---	---	---

<b>Total Request</b>	274,200	0	274,200
----------------------	---------	---	---------

# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

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

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

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

No additional funding for faculty or OE is required.

#### 3) Completed within Budget sheet

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

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

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

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

# ISU College of Technology

## Line Item Request - FY 2021

Priority: 1

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

If this request includes personnel, complete the following:

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

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

**Operating Expenditures** (by Summary Object)

Total	0	0	0
-------	---	---	---

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	0	370,300	370,300
----------------------	---	---------	---------

# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

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

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

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

No additional funding for faculty or OE is required.

#### 3) Completed within Budget sheet

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

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

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

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



# ISU College of Technology

## Line Item Request - FY 2021

Priority: 2  
 Line Item Title: CAT Tier 4 Trainer Engine

If this request includes personnel, complete the following:

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

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

**Operating Expenditures** (by Summary Object)

Total	0	0	0
-------	---	---	---

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	0	51,000	51,000
----------------------	---	--------	--------

# 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.

#### Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

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

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

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

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

#### 3) Completed within Budget sheet

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

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

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

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

# ISU College of Technology

## Line Item Request - FY 2021

Priority: 3  
Line Item Title: CNC Mills

If this request includes personnel, complete the following:

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

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

**Operating Expenditures** (by Summary Object)

Total	0	0	0
-------	---	---	---

**Capital Outlay** (by Summary Object)

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

<b>Total Request</b>	0	120,000	120,000
----------------------	---	---------	---------

# College of Eastern Idaho

## Line Item Questions - FY 2021

### Priority 1 - Drafting Technology Program

Supports institution and SBE strategic plans:

Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Statute 33-2201/2202 for Idaho to provide for the Smith-Hughes Act in Idaho.

**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 Manager
	26.50	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	55,100		
Benefits	25,900		
Group			
Total	81,000	0	81,000

**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	Computer Equipment
6501		10,000	Educ - Material/Equip
6801		15,000	Specific Use Equipment
Total	0	61,000	61,000

<b>Total Request</b>	107,000	61,000	168,000
----------------------	---------	--------	---------

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

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

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

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

**Description:**

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

**Questions:**

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

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

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

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.  
Idaho Statute 33-1635 for program quality and workforce readiness incentive program.

3. 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.

4. 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.

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

Additional funding for this grant would benefit secondary CTE teachers who have invested the time and energy to ensure CTE concentrators have the tools they need to succeed in the workforce, as well as have attained and demonstrated the relevant skills within their pathway program.

This incentive-based approach would more clearly demonstrate the return on investment provided by career technical education and hold career technical education programs more

accountable for producing results. This approach will also ensure a greater number of career technical education students are ready for the workforce and able to meet the demands of business and industry. In the long term, this would also include an increase in the number of students who are eligible to test for and earn Technical Competency Credits.



AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

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

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

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

**Description:**

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

**Questions:**

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

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

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.**

N/A

- 2. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 33-1629 for Idaho Quality Program Standards (IQPS) Incentive Grants

- 3. 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.

- 4. 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.

- 5. 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: <b>12.08</b>		Title: Centers for New Direction (CND)		Priority Ranking 8 of 9	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	200,000				200,000
LUMP SUM:					
GRAND TOTAL	200,000				200,000

**Description:**

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

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

**Questions:**

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

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

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

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

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

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

**a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.**

N/A

**2. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Statute 39-5009 to support the Equal Opportunity Displaced Homemaker Act that provides funds for the CND program.

Existing appropriations via H0257.

**3. 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

**4. 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.

**5. 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: <b>12.09</b>		Title: <b>IQPS Appropriation Language</b>			Priority Ranking 9 of 9
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL					

**Description:**

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

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

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

This request does not have a fiscal impact.

AGENCY: College of Eastern Idaho

Agency No.: 501

FY 2021 Request

FUNCTION: Community College

Function No.: 04

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

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>	Title: <b>Lead Math Instructor (CCA)</b>			Priority Ranking 1 of 3	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$55,000				\$55,000
2. Benefits	26,000				26,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$81,000				\$81,000
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	\$85,000				\$85,000

**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: <b>12.01</b>	Title: <b>Academic Advisor (CCA)</b>			Priority Ranking 2 of 3	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$40,000				\$40,000
2. Benefits	22,700				22,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$62,700				\$62,700
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	\$66,700				\$66,700

**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: <b>12.01</b>	Title: <b>Instructional Designer</b>			Priority Ranking 3 of 3	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$55,000				\$55,000
2. Benefits	26,000				26,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$81,000				\$81,000
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	\$85,000				\$85,000

**Description:**

The College of Eastern Idaho is requesting 1 FTE for an Instructional Designer. The College is experiencing rapid growth which is putting added stress on the Learning Management System (LMS) and our needs for hybrid and online courses.

**Questions:**

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

**Instructional Designer 1 FTE:** As College of Eastern Idaho grows, and the use of

the Learning Management System (LMS) and needs for hybrid and online courses increases, there is need for a fulltime instructional designer. Additionally, given an emphasis for at least one fully online Associate of Arts degree aimed at non-traditional students and students in rural areas, the strategy is to use online delivery as a mechanism of delivery. As a newly formed community college, this type of position is mission critical for the delivery of fully online, hybrid and face-to-face supplemental classes and materials. This position will guide the development of course shells, content, and consistent use of standards across the curriculum. Additionally, this position is vital to meeting the development and support needs of faculty, student affairs, and the students themselves. Additionally, the college's ability to reach students throughout our 9-county service area will be significantly dependent on CEI's online learning capabilities.

2. What resources are necessary to implement this request?

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

Steady funding to hire a full-time qualified instructional designer is critical. The position is for an Instructional Designer in Online Learning, Course Design, and Learning Outcomes Assessment. It is a fulltime employee, \$55,000 salary plus full benefits, with anticipated date of hire July of 2019.

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

No other resources are available to redirect to this position.

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

- Travel and Professional Development funds: \$1,500
- Other Materials and Supplies: \$500
- Laptop Computer, Printer, Desk and Chair (One-time): \$2,000

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

Essential functions of service include:

- Reports to the Director of Online Learning Services regarding course development and other projects and deliverables as assigned.
- Coordinates closely with the Director of Online Learning Services to coordinate the planning, developing and creation of courses related to curriculum development projects.

- Collaborates with academic constituents and colleagues (both on campus and rural) during the design, development, and launch for new courses and major course revisions.
- Provides insights and recommendations to academic constituents regarding selection of learning objects, activities and assessments as related to the strengths and capabilities of the institution's online learning platform.
- Produces instructional materials such as graphics and interactive media elements as needed.
- In collaboration with the Director of Online Learning ensure the creation and adoption of standards in online materials, course templates, quality principles and ongoing review of course delivery to ensure CEI delivers a valuable online experience.

Managerial duties for the Director of Online Learning Services will be impacted. The director will solely manage the new position and provide all training and collaboration of current and future hybrid and online projects. Overall, the addition of such a position at the college will greatly benefit students and faculty in allowing for more training and support opportunities for the growing campus.

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

This will be an ongoing, full-time benefitted position - aimed at assisting the creation of additional hybrid and fully online offerings in support of CEI's rapidly expanding enrollment. The mission of College of Eastern Idaho is to provide open-access and affordable quality education to our 9-county region of Southeast Idaho. By providing more quality hybrid and online opportunities for the completion of course and degree opportunities, the college will increase the reach to rural and under-represented students. The reach and quality embedded across the curriculum through this position will increase our reach and thus our revenue – with expanded career opportunities for those who may need flexible scheduling and degree offerings due to work and life circumstances.

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

Ultimately, the students of College of Eastern Idaho in our 9-county region are being served by this position and the increase in quality hybrid and online course/degree opportunities. The instructional designer will assist faculty in adopting, developing, and creating standardized LMS courses and fully online courses/degrees that meet the highest needs of quality assurance. By assisting the faculty and Director of Online Learning, the instructional designer will have a key responsibility in supporting the

creation of policies and online course standards. This will make online learning at College of Eastern Idaho more navigable, accessible, and tuned to best practices for an engaging online experience. Having more faculty support as the college grows, will also assist the Office of Online Learning in meeting accreditation support guidelines for current and future planned hybrid and online offerings.

If this position is not funded, faculty and students – both current and prospective - in our rural, traditionally under-represented areas of our 9-county region may be negatively impacted without easy access to higher education opportunities. As the college has transformed into an open-access comprehensive community college, the need for more affordable and quality hybrid and online learning options becomes more apparent each day.



**AGENCY: Community Colleges**FUNCTION: College of Southern  
IdahoACTIVITY: IT Personnel and  
Software Platforms

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

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

IT Personnel and Software Platforms					
A: Decision Unit No: 12.1	Title:			Priority Ranking	1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.0				5.0
PERSONNEL COSTS:					
1. Salaries	\$297,000				\$297,000
2. Benefits	133,500				133,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$430,500				\$430,500
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	\$820,500				\$820,500

**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: \$140,000 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**  
 FUNCTION: Community College  
 ACTIVITY: Hispanic Serving Institution  
 Impact Support and Programming

Agency No.: 501  
 Function No.: 02  
 Activity No.:

FY 2021 Request  
 Page \_\_\_\_ of \_\_\_\_ Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

Hispanic Serving Institution Impact Support and Programming					
A: Decision Unit No: <b>12.02</b>	Title: <b>Hispanic Serving Institution Impact Support and Programming</b>			Priority Ranking 2 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.00
PERSONNEL COSTS:					
1. Salaries	118,000				118,000
2. Benefits	67,100				67,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	185,100				185,100
OPERATING EXPENDITURES by summary object:					
1. Ongoing Maintenance Expense	32,000				32,000
2. Professional Development	10,000				10,000
TOTAL OPERATING EXPENDITURES:	42,000				42,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	227,100				227,100

**DU 12.02 Hispanic Serving Institution High Impact Support and Programming**  
 Attach as many pages as necessary to respond to the following questions:

**1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?**

**a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.**

The College of Southern Idaho is requesting high impact support and programming as it transitions toward receiving the U.S. Department of Education's (USDE) Hispanic Serving Institution (HSI) designation. Once awarded, this designation will allow CSI to participate in federal programs designed to assist colleges and universities which focus on assisting and retaining underserved 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, at the end of the award year for two consecutive academic years, immediately preceding the date of application. At least 50 percent of the Hispanic degree seeking students enrolled must also 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 24.1%. We expect to exceed 25% for the first time in the fall of 2019.

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.

This 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.

This request seeks on-going funds for 3.0 FTP, for faculty staff, and operating funds to support duties/task line of work.

**2. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Code Title 33 Chapter 21

**3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?**

No funding is currently in the base for this decision unit request.

**4. 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.**

CSI requests 3.0 FTP 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. This 3.0 FTP would consist of two (2) professional staff and one (1) instructor position. All would be full-time, with full benefits and a hire date of July 1, 2020. The 2.0 FTP professional staff would be on 12-month contracts, while the 1.0 FTP instructor position would be on a 9-month contract. Total Personnel Costs: \$178,500

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 agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.**

- The bilingual Student Advocate will be housed in the Jerome and Gooding off-campus centers. This position will report to the Director of the Jerome and Gooding Centers.
- The Multicultural Student Affairs Coordinator will be housed in the Office of Student Affairs. This position will report to the Dean of Students.
- The bilingual healthcare instructor will be trained and supported through the College's instructional designer and College and 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 and note onetime versus ongoing costs.**

CSI requests on-going funds to support full-time staff and instructor personnel (salary and benefits) and operational expenditures (operating supplies and professional development).

- 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)

**d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?**

**5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.**

**6. 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: <b>12.03</b>		Title: <b>Weekend College</b>			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	71,000				71,000
2. Benefits	43,100				43,100
3. Group Position Funding	45,800				45,800
TOTAL PERSONNEL COSTS:	159,900				159,900
OPERATING EXPENDITURES by summary object:					
1. Ongoing Maintenance Expense	19,000				19,000
2. Professional Development	5,000				5,000
TOTAL OPERATING EXPENDITURES:	24,000				24,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	183,900				183,900

**DU12.03 Weekend College**

Attach as many pages as necessary to respond to the following questions:

**1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?**

**a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.**

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.

CSI requests 2.0 FTP. Coordination of the Weekend College program, tutors to support instruction, part-time office specialist, information technology support technician, and building and maintenance personnel to support infrastructure.

**2. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Idaho Code Title 33 Chapter 21

**3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?**

No funding is currently in the base for this decision unit request.

**4. 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.**

CSI requests 2.0 FTP 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: \$159,900

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. Both employees with work full-time, 12-month contracts, with full benefits and a hire date of July 1, 2020.

1. Program Coordinator: \$37,000+benefits  
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+benefits  
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.

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). In order to maintain ongoing excellence in teaching protocol and support services, CSI requests funding to hire qualified tutors (\$10,000).

Group Position Funding: \$45,800

**b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.**

- 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 and note one time versus ongoing costs.**

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).

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)

**d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?**

**5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.**

**6. 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 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.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Community Colleges

Agency No.: 505

FY 2021 Request

FUNCTION: College of Western Idaho

Function No.: 7

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

ACTIVITY:

Activity No.:

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

A: Decision Unit No: <b>12.02</b>		Title: <b>Data Analyst Positions</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	165,000				165,000
2. Benefits	77,900				77,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	242,900	0	0	0	242,900
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:					
LUMP SUM:					
GRAND TOTAL	254,000	0	0	0	254,000

**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 + \$25,950 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 \$80,950 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.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: North Idaho College

Function No.: 02

Page \_1\_ of 3 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>TRANSITION ADVISORS</b>			Priority Ranking 1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	\$206,100				\$206,100
2. Benefits	99,200				99,200
3. Retirement & Taxes					
TOTAL PERSONNEL COSTS:	\$305,300				\$305,300
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	\$348,500				\$348,500

**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: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: North Idaho College

Function No.: 02

Page \_1\_ of 3 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>REGIONAL ENTREPRENUERSHIP</b>			Priority Ranking 2 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS:					
1. Salaries	\$178,500				\$178,500
2. Benefits	79,300				79,300
3. Retirement & Taxes					
TOTAL PERSONNEL COSTS:	\$257,800				\$257,800
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	\$284,700				\$284,700

**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: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: North Idaho College

Function No.: 02

Page \_1\_ of 3 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>ASSESSMENT COORDINATOR</b>			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	62,300				62,300
2. Benefits	27,100				27,100
3. Retirement & Taxes					
TOTAL PERSONNEL COSTS:	89,400				89,400
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	100,200				100,200

**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

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**AGENCY: Agr. Research/Ext.-UofI**  
**FUNCTION: Ag Research & Extension**

Agency No.: 514  
 Function No.: 02

FY 2021 Request  
 Page 1 of 4 Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

ACTIVITY:

Activity No.:

Idaho Center for Plant and Soil Health					
A: Decision Unit No: <b>12.01</b>	Title:	Priority Ranking 1 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. 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

**Supports institution/agency and Board strategic plans:**

**State Board of Education GOAL 2: Objective B: Innovation and Creativity**

- Increase creation and development of new ideas and solutions that benefit society.

**University of Idaho Goal 2: 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 Measure: Number of active responses/programs in progress that seek to address the societal issues or collaborate with communities on research as elected by the percentage of faculty collaboration with communities as well as total economic impact assessment.

*This Idaho Center for Plant and Soil Health will specifically allow the University of Idaho to develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho agricultural research and creative expertise to address emerging issues in Idaho. The new center at the Parma Research and Extension Center (Parma, ID) will allow current and early-career faculty to be more competitive for federal, state, and industry grants.*

### **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.*

5. Indicate the specific source of authority, whether in statute or rule, that supports this request.

- *Idaho Code 33-2813 establishes the College of Agriculture in connection with the University of Idaho*
- *Idaho Code 33-9902 sets out legislative assent to the Hatch Act to establish agricultural research stations*
- *Idaho Code 33-2904 sets out legislative assent to the Smith-Lever Act for cooperative agricultural extension work*
- *Idaho Code 33-2908 sets out legislative assent to an act of Congress approved May 22, 1928 for the further development of agricultural extension work between the agricultural colleges in the several states receiving the benefits of the Morrill Act and authorizes the State Board of Education and Board of Regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the College of Agriculture of the state university.*



**AGENCY: Health Education**  
 FUNCTION: WWAMI Medical  
 Education

ACTIVITY: Strategic Initiatives

Agency No.: 515

Function No.: 02

Activity No.:

FY 2021 Request

Page \_1\_ of 6\_ Pages  
 Original Submission \_x\_ or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>ECHO IDAHO PROJECT</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	\$145,000				\$145,000
2. Benefits	57,300				57,300
3. Group Position Funding	61,300				61,300
TOTAL PERSONNEL COSTS:	\$263,600				\$263,600
OPERATING EXPENDITURES by summary object:					
1. Travel	\$8,000				\$8,000
2. Operating	22,000				22,000
TOTAL OPERATING EXPENDITURES:	\$30,000				\$30,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$293,600				\$293,600

**Supports institution/agency and Board strategic plans:**

**State Board of Education Goal 1**

***Well Educated Citizenry*** – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

The Extension for Community Healthcare Outcomes (ECHO) Idaho project contributes to this goal by providing a telementoring system to connect Idaho's health professions students with practicing clinicians for interactive medical education and mentoring. This innovative approach sharply increases access to medical education by leveraging teleconferencing technology to present interdisciplinary lecture and case review series that are easily accessed by students and clinicians in frontier and rural communities. ECHO Idaho is a cost-effective way to fill a gap in medical education in rural areas where there is little access to ongoing learning and support. As one ECHO participant put it, "the

alternative to ECHO is Google”. Through ECHO Idaho, health teams throughout the state gain knowledge to reduce health disparities and solve critical Idaho problems (i.e., Opioid addiction and Behavioral/Mental health).

*Performance Measure:*

- Number of Idaho students participating in the ECHO Idaho project (number of students by program and institution).
- Number of health professionals participating in the ECHO Idaho project (number of clinicians by credential and Idaho health district)

**State Board of Education Goal 2: Objective A**

***Critical Thinking and Innovation*** – *University of Idaho 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 clinicians who contribute to the health and wellbeing of Idaho’s people and communities.*

The ECHO Idaho project is an educational system that supports critical thinking and innovation by developing learning communities throughout Idaho. These learning communities involve an Idaho specific curriculum structured to share best practices to reduce disparities and apply case-based learning to master complexity. This results in communities of researchers, medical students, and clinicians who are better equipped to address actual healthcare challenges in our state. The ECHO model has been effective in decentralizing specialist knowledge by improving critical thinking and innovation for health care providers on the frontlines of primary care in rural and underserved areas.

*Performance Measure:*

- Number of Idaho students participating in the ECHO Idaho project (number of students by program and institution).
- Number of health professionals participating in the ECHO Idaho project (number of clinicians by credential and Idaho health district)

***Objective B: Innovation and Creativity*** – *Educate medical students, residents, and health care providers who will contribute creative and innovative ideas to enhance health and society.*

The ECHO Idaho project is a collaborative educational resource for all medical students, residents, and other learners in health professions programs within the state as well as for Idaho’s practicing health care providers. The ECHO Idaho project creates knowledge sharing networks where Idaho’s medical students, residents and health care providers learn from specialists, and specialists learn from community providers as best practices emerge. In this way, innovative ideas and best practices are able to quickly span the state to enhance the health and wellbeing of Idahoans today.

*Performance Measure:*

- Number of Idaho students participating in the ECHO Idaho project (number of students by program and institution).
- Number of health professionals participating in the ECHO Idaho project (number of clinicians by credential and Idaho health district)

**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 \$30,000 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, 30 counties, 65 cities, and 168 clinics/organizations. Collectively, nearly 400 participants have received over 1,610 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.

**5. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

In Idaho Code 33-3720 – Professional Studies Program, it is stated that “it is in the public interest to assist Idaho citizens who wish to pursue professional studies in the fields of medicine, dentistry, veterinary medicine, and other health-related areas of study...”. The WWAMI program at the University of Idaho provides such medical education in coordination with the University of Washington School of Medicine.

In addition, WWAMI is in alignment with the State Board of Education Strategic Plan: GOAL 4, Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

**AGENCY: Health Education Programs**FUNCTION: Graduate Medical  
Education

ACTIVITY: Strategic Initiative

Agency No.: 515

Function No.: 04

Activity No.:

FY 2021 Request

Page 1\_ of 3 Pages  
Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>	Title: <b>Graduate Medical Education</b>			Priority Ranking 1 of 1	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$117,700				\$117,700
2. Benefits	47,300				47,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$165,000				\$165,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
	\$75,000				\$75,000
TOTAL OPERATING EXPENDITURES:	\$75,000				\$75,000
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 Rural Training Track faculty and administrative support

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 \$45,000
  - \$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

1. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Code 33-3720

## Ten Year GME FY 2021 Budget Increase Request

Draft 5/30/2019								
Program	Current Funding per FTE	Existing Residents (FY2021)		New Residents / Fellows (FY 2021)		Other		Total FY 2021 Requested Funding Increase
		FTEs	Increase Funding to \$45K	FTEs	Funding at \$60K	FTEs		
<b>Family Medicine Residency of Idaho</b>	\$ 40,000							
Boise Family Medicine		33	\$ 165,000	1	\$ 60,000		\$ -	\$ 225,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		6	<i>funded</i>	6	<i>funded</i>			
Boise Pharm D Resident						1	30,000	30,000
Total		54	\$ 240,000	7	\$ 60,000	1	\$ 30,000	\$ 330,000
<b>Idaho State University</b>	\$ 40,000							
Pocatello Family Medicine		21	\$ 105,000		\$ -		\$ -	\$ 105,000
RTT Rexburg Resident		1	<i>funded</i>	1	60,000		-	60,000
ISU Pharm D Residents						3	<i>funded</i>	
ISU Offset							75,000 <sup>1</sup>	75,000
Total		22	\$ 105,000	1	\$ 60,000	3	\$ 75,000	\$ 240,000
<b>Kootenai</b>	\$ 40,000							
Coeur d'Alene Family Medicine		18	\$ 90,000		\$ -		\$ -	\$ 90,000
FM/Behavioral Health Fellowship				1	\$ 60,000			\$ 60,000
Total		18	\$ 90,000	1	\$ 60,000		\$ -	\$ 150,000
<b>University of Washington/VA</b>	\$ 20,000	(Increase to 22,500)						
Internal Medicine (while on VA campus)		25	\$ 62,500					\$ 62,500
Internal Medicine (while off VA campus)		3	(Partially funded FY 2020 <sup>2</sup> )	3	\$ 180,000		\$ 30,000 <sup>2</sup>	\$ 210,000
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident (while on VA campus)		2	5,000				-	5,000
IM Chief Resident (while off VA campus)				1	60,000			60,000
Total		34	\$ 77,500	4	\$ 240,000		\$ 30,000	\$ 347,500
<b>University of Washington - Psychiatry</b>	\$ 49,725 <sup>3</sup>							
Seattle/Boise Core Program		8	(Already funded above \$45K)	4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
<b>Bingham Internal Medicine</b>	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000			\$ 120,000
Blackfoot Internal Medicine		1	(Partially funded FY 2020 <sup>4</sup> )				\$ 10,000 <sup>4</sup>	\$ 10,000
IM Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		13	\$ 60,000	2	\$ 120,000		\$ 10,000	\$ 190,000
<b>Eastern Idaho Regional Medical Center</b>	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000			\$ 650,000
Idaho Falls - Internal Medicine		10	(Partially funded FY 2020 <sup>5</sup> )				\$ 100,000 <sup>5</sup>	\$ 100,000
Idaho Falls- Family Medicine				6	\$ 360,000			\$ 360,000
Total		20	\$ 50,000	16	\$ 960,000		\$ 100,000	\$ 1,110,000
<b>University of Utah / ISU/Psychiatry</b>	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	<i>funded</i>	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
<b>Grand Total</b>		172	\$ 622,500	38	\$ 1,920,000	4	\$ 245,000	\$ 2,787,500

1. Residual offset for ISU Medicaid GME

2. Three new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 3 x \$10K = \$30K

3. UW. Psychiatry resident(s) already funded above \$45K. Will catch up to \$60K with subsequent budgets

4. One new resident in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 1 X \$10K = \$10K

5. Ten new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 10 X \$10K = \$100K

**AGENCY: Special Programs**  
 FUNCTION: Idaho Geological Survey  
 ACTIVITY: Board approved category

Agency No.: 516  
 Function No.: 02  
 Activity No.:

FY 2021 Request  
 Page \_1\_ of \_5 Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Competitive Salaries and Benefits</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.44				.44
PERSONNEL COSTS:					
1. Salaries	\$116,700				\$116,700
2. Benefits	29,900				29,900
3. Additional Staff Benefits for funding shortfall	70,600				70,600
TOTAL PERSONNEL COSTS:	\$217,200				\$217,200
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	\$312,200				\$312,200

### 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 \$13,191 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 \$16,719 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 \$16,719 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.
4. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Code 47-201 established the Idaho Geological Survey as a special program at the University of Idaho as the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The above request provides resources to support these activities.

AGENCY: Special Programs  
 FUNCTION: Small Business Development Center  
 ACTIVITY:

Agency No.: 516  
 Function No.: 05  
 Activity No.:

FY 2020 Request  
 Page 1 of 9 Pages  
 Original Submission \_\_\_ or  
 Revision No. \_\_\_\_\_

A: Decision Unit No: <b>12.01</b>	Title <b>Business Development</b>			Priority Ranking of	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.88		7.25	.5	11.63*
PERSONNEL COSTS:					
<i><b>Request 1: Rural Impact</b></i> <i>(see below for detailed breakdown)</i>	\$144,326		\$160,013	\$8,750	\$313,089
<i><b>Request 2: PTAC Expansion</b></i> <i>(see below for detailed breakdown)</i>	\$176,374		\$278,664		\$455,038
<b>TOTAL PERSONNEL COSTS:</b>	<b>\$320,700</b>		<b>\$438,677</b>	<b>\$8,750</b>	<b>\$768,127</b>
OPERATING EXPENDITURES:					
<i><b>Request 1: Rural Impact</b></i> <i>(see below for detailed breakdown)</i>	\$9,000				\$9,000
<b>TOTAL OPERATING EXPENDITURES:</b>	<b>\$9,000</b>				<b>\$9,000</b>
CAPITAL OUTLAY by summary object:	\$0				
<b>TOTAL CAPITAL OUTLAY:</b>					
T/B PAYMENTS:	\$0.00				
LUMP SUM:					
<b>GRAND TOTAL</b>	<b>\$329,700</b>		<b>\$438,677</b>	<b>\$8,750</b>	<b>\$777,127</b>

\*11.63 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).

### Supports institution/agency and Board strategic plans:

*This request to add additional business consultants at the Idaho Small Business Development Center supports:*

- *Governor Little's Vision & Priority of creating a "Robust Economy in Idaho" specifically his initiative to diversify Idaho's economy in Rural areas.*
- *The State Board of Education's objectives around innovation and economic development, and the increase of access to education for all Idahoans regardless of socioeconomic status, age, or geographic location.*
- *Boise State University's core theme for community commitment.*
- *The Boise State College of Business and Economics' goal to support economic development through collaboration with public and private organizations.*



- *The host college and university goals for outreach to communities and support of economic development.*

### **Description:**

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of 6 offices hosted by Idaho's colleges and universities that service all 44 counties in the state. The Procurement Technical Assistance Center (PTAC) has also been providing assistance to businesses on government procurement since 1986. In 2015, the PTAC transitioned from the Idaho Department of Commerce to the Idaho SBDC to complement the services being provided to small businesses.

### **Request 1: Rural Impact**

On average over the past six years, 22% of Idaho SBDC clients have been located in rural areas. The average time spent with these rural clients has been 19% of total consulting. The time spent with these clients has resulted in rural Idaho accounting for; 21% of all new business starts, 26% of all capital raised, 27% of all jobs created, and 27% of all sales in the past six years (from SBDC clients).

### **Historical Data for SBDC Rural Client Impact:**

	2013	2014	2015	2016	2017	2018	2019 (YTD)
<i>% of Rural Clients</i>	23.12%	19.32%	21.65%	23.52%	22.66%	21.80%	22.18%
<b>% of Total Rural Impact from all SBDC Clients</b>							
<i>Business Starts</i>	33.82%	13.54%	24.10%	13.10%	16.50%	25.00%	21.21%
<i>Capital Raised</i>	12.90%	20.00%	13.55%	25.65%	30.67%	53.90%	24.69%
<i>Jobs Created</i>	27.30%	16.25%	19.95%	26.00%	45.80%	25.90%	26.60%
<i>Sales Growth</i>	17.93%	22.66%	32.82%	40.79%	25.75%	24.75%	18.62%

While these statistics are encouraging, there is need and opportunity for improvement. Even with its strong track record of performance, under the current resources, the Idaho SBDC has not been able to significantly increase these measures. The Idaho SBDC conducted a rural awareness study in 2018 that found 47% of the businesses in the study were aware of the SBDC, but only 27% specifically knew about, and utilized its services. To effectively reach rural business owners with one-one-one consulting and high quality trainings, the SBDC needs to expand its presence and awareness in rural Idaho.

The request focuses on two major areas: 1. Increasing “on-the-ground” rural development support with remotely located consultants servicing rural communities in selected parts of Idaho. 2. Increasing awareness and usage of SBDC program in rural parts of Idaho through trainings, targeted messaging, and referrals. Based on the awareness study, the target for rural clients that are aware of, and utilize SBDC programs should be 40%-50%, which will have a positive effect on the impact our consultants will have on rural Idaho job creation and retention, revenue increases, capital infusion, and new businesses started.

The Idaho SBDC has a proven track record of utilizing state and federal funds to deliver solid results for Idaho’s economy. (See table below) We have currently optimized our regional offices across the state, and have the opportunity to focus on the rural need and opportunity, which needs additional resources to effectively reach Idaho’s rural areas. The initial targeted areas will be Sandpoint, Driggs/Victor, and Lewiston

<b>Idaho SBDC Impact Data</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Jobs Created	998	1,373	677
Clients Served	1,661	1,677	1,562
Businesses Started	100	103	84
Sales Growth	\$67M	\$53M	\$42M
Capital Raised	\$50M	\$42M	\$36M
Training Events	265	263	261
Consulting Hours	19,368	20,284	19,320
Current Percent of Rural Clients Served	24%	28%	31%

### **Questions:**

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

Two SBDC regional offices have tested a distributed staffing model, whereby business consultants are remotely located in rural areas. This approach has allowed the SBDC consultants to be more responsive to needs of local companies, has built stronger community relationships, and delivered quality consulting. The Idaho SBDC is seeking to expand this approach in additional rural parts of Idaho.

\$153,326 is being requested to add 2.03 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. \$144,326 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. It also includes \$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. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Under section 5.1.3 - Statutorily Required Services - of the SBA Funding Announcement, SBDCs are required to provide on a non-fee basis, one-on-one confidential counseling/consulting/advising guidance; technology transfer research and development; rural assistance and export assistance.

**3. What is the agency staffing level, OE or CO for this activity currently and how much funding, by source, is in the Base?**

The Idaho SBDC works with businesses across Idaho, which includes but is not primarily focused on rural areas. The time spent with rural businesses is approximately 20% of total consulting hours. Based on this, the FTP equivalent for these activities is 5.65. The expense, based on 20% of total consulting hours, is \$168,762.70.

For example, Driggs/Victor businesses are serviced out of the Idaho Falls SBDC office. While businesses in Driggs/Victor can receive services from the Idaho Falls office, there isn't an SBDC consultant focused specifically on Driggs/Victor.

Currently there is the equivalent of 1 FTP statewide focused primarily on rural areas of Idaho. These areas include Salmon, Grangeville, and Orinfino. However, there are currently no dedicated appropriated funds designated to be put towards rural focus. This request would increase the FTPs focused primarily on rural areas of Idaho.

The SBDC has the infrastructure in place to deliver more rural economic development services, but it does not have dedicated funds to support the increased staffing and activities needed to produce the projected results.

**4. 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>.475 FTP</i>	<i>.475 FTP</i>	<i>.15 FTP</i>	<i>.15 FTP</i>	<i>.475 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	\$29,640.00	\$29,640.00	\$5,000.00	\$5,000.00	\$29,640.00	\$20,000.00
Fringe	\$2,706.13	\$2,706.13	\$1,035.55	\$1,035.55	\$2,706.13	\$15,218.20
Travel	\$1,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
Total	\$33,346.13	\$34,346.13	\$7,035.55	\$7,035.55	\$33,346.13	\$38,218.20

**5. 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.

**6. 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

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 \$176,374 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. Indicate the specific source of authority, whether in statute or rule, that supports this request.**

Since FY 2015, the Idaho PTAC has been hosted by the Idaho SBDC - through Boise State University - and has served as the prime recipient of the grant funded through the Defense Logistics Agency. Therefore, we are granted the authority to make decisions for the Idaho PTAC. Having built a successful statewide resource network with six regional offices, we are now working to leverage our infrastructure to add regional PTAC counselors who will be co-located with our SBDC offices.

**3. What is the agency staffing level, OE or CO for this activity currently and how much funding, by source, is in the Base?**

In total, there are currently 4 FTP at the Idaho PTAC. The table at the top of this document shows external funding for this activity currently. Through a line item request in FY 19, \$50,000 for two part-time PTAC counselor positions were added to our appropriated funds as well as a one-time \$3,700 capital outlay to pay for equipment/computers for these new hires.

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

- Convert part-time funding to full-time funding for positions located in Northern Idaho (Coeur d'Alene), and Eastern Idaho (Idaho Falls)
- Match support for the SBDC personnel needed to provide support and oversight to the PTAC program
- One new office space provided by North Idaho College (provided at no cost by North Idaho College)
- Supervisory/leadership for the one new position located in North Idaho College provided by incumbent regional director (Provided at no additional cost by SBDC)
- See a detailed breakdown below of the positions we are asking to fund and the role they will play in the success of the Idaho PTAC program.

Position	Location	Role	Salary	Fringe	Total	Time spent on PTAC	Requested FTP
<b>PTAC Business Counselor</b>	Idaho Falls	<i>Counsel and train businesses on government contracting</i>	\$32,131.00	\$13,573.23	\$45,704.23	100%	.5
<b>SBDC Region VI Director</b>	Idaho Falls	<i>Integrate and oversee the regional PTAC counselor</i>	\$7,325.00	\$2,900.62	\$10,225.62	10%	0.1
<b>PTAC Business Counselor</b>	Coeur d'Alene	<i>Counsel and train businesses on government contracting</i>	\$31,444.00	\$13,431.08	\$44,875.08	100%	.5
<b>SBDC Region I Director</b>	Coeur d'Alene	<i>Integrate and oversee the regional PTAC counselor</i>	\$7,266.10	\$2,888.43	\$10,154.53	10%	0.1
<b>SBDC State Director</b>	Boise	<i>Host and supervise the PTAC Program and its Director</i>	\$11,125.40	\$3,686.96	\$14,812.36	10%	0.1
<b>SBDC Associate Director of Finance</b>	Boise	<i>Provide financial oversight and assistance to the PTAC Program</i>	\$10,832.85	\$4,318.92	\$15,151.77	15%	0.15
<b>SBDC Associate Director of Operations</b>	Boise	<i>Provide strategic planning and leadership assistance to the PTAC Program</i>	\$10,832.85	\$4,318.92	\$15,151.77	15%	0.15
<b>SBDC Marketing Manager</b>	Boise	<i>Increase PTAC awareness statewide</i>	\$4,680.00	\$3,045.84	\$7,725.84	15%	0.15
<b>SBDC Region III Director</b>	Nampa	<i>Integrate and oversee the regional PTAC counselor</i>	\$9,270.10	\$3,303.08	\$12,573.18	10%	0.1

**5. 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.

**6. 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: <b>12.01</b>		Title: <b>Project Coordinator</b>			Priority Ranking 1 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	50,600				50,600
2. Benefits	24,100				24,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	74,700				74,700
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:	0				0
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	75,800				75,800

**Description:**

*Project Coordinator to support strategic planning, administrative rulemaking, and other operational demands related to fulfillment of Board governance responsibilities and advancement of Board priorities.*

**Questions:**

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

*This position would support the Chief Policy and Planning Officer (CPPO) to help fulfill statutory requirements. The CPPO performs analysis of statewide and Board education policy, including the identification, development and coordination of state education policy through proposed legislation and administrative rules. The CPPO works with our DAG to draft all legislative language and proposed/pending*

*administrative rules. The CPPO provides interpretations of state education statutes, administrative rules, and Board policy to education stakeholders including school districts, postsecondary institutions, state agencies and state policy makers. The CPPO provide technical assistance to school districts and other education stakeholders on compliance with state laws and Board policy, including, review and feedback on various plans (e.g. school district literacy and continuous improvement plans and postsecondary institution and agency strategic plans) that are required to be submitted to the State Board of Education. The CPPO provides staff support to the Board's Policy, Planning and Government Affairs Committee. The CPPO oversees strategic planning development and coordination for the State Board of Education, the Office of the State Board of Education, and the statewide educational system. For the past three years, the CPPO provided technical support and subject matter expertise to the legislature's interim committee on the public school funding formula. This year the CPPO provided technical support and subject matter expertise to the Governor's Our Kids, Idaho's Future Task Force. The CPPO has direct supervision of three staff. The CPPO is part of OSBE's senior management team providing strategic leadership to the Board and its executive director.*

*The current workload for the CPPO is unreasonable and unsustainable, which creates bottlenecks in Board business processes. While some of tasks are one-time in nature (e.g. interim committees and task forces), history has shown something else will come along that will place equal demands on the CPPO's time and subject matter expertise.*

*The requested Project Coordinator would be a mid-level position with the knowledge, skills and abilities to fulfill certain responsibilities currently performed by the CPPO in order to allow the CPPO to focus on higher level duties and mission fulfillment. Examples of responsibilities include, but are not limited to: (1) coordination with the postsecondary institutions and agencies under the Board governance and oversight on the submittal of annual strategic plan updates to the Board and submittal of said plans to the Division of Financial Management following Board approval; (2) coordination of requests for policy and administrative rule amendments; (3) coordination and scheduling of public forums around various Board initiatives; and (4) coordination of the annual negotiated rulemaking process.*

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

*Strategic Plans: Idaho Code § 67-1901 et seq.*

*Administrative Rulemaking: Idaho Constitution Art. IX, §2; Idaho Code § 33-105*

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

*1 FTP (CPPO), salary = \$50,600 + benefits, General Funds*

## 4. 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.

*Project Coordinator; pay grade L; full-time; benefit eligible; July 1, 2020 date of hire; non-classified*

- b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

*Presently, the CPPO performs all work related to reviewing strategic plans for all 22 agencies, institutions and programs under the aegis of the State Board prior to review and approval by the Board and submission to DFM pursuant to Idaho Code § 67-1903(1). The CPPO is also responsible for overseeing the entire administrative rules and rulemaking process for the State Board of Education, State Department of Education, Division of Career Technical Education and Division of Vocational Rehabilitation. This includes drafting notices for publication in the Administrative Rules Bulletin, drafting the rules, conducting negotiated rulemaking hearings, and working with the Dept. of Administration and DFM rules coordinators. The CPPO also presents all administrative rules promulgated by the Board to the germane committees of the legislature as part of the legislative rules review process. The workload necessary to fulfill these two responsibilities alone is vastly time consuming, yet only represents a fraction of the CPPO's overall role and responsibilities.*

*The Project Coordinator would assume responsibility for the annual collection, coordination and review of the 22 strategic plans. The position would also fulfill the role of administrative rules coordinator for OSBE, which requires sophisticated oversight, attention to detail and content awareness.*

- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

*\$850 for standard desktop computer and \$280 for flat panel monitor (one-time).*

- d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

*PC costs based on DHR Job Classification for Project Coordinator.*

*CO costs based on Budget Development Manual Budget Estimate Guidelines, Figure 9, page 24.*

5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

*PC is ongoing, CO is one-time.*

6. 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 Governor's Office, Legislature, State Board of Education, DFM, State Department of Education, Division of Career Technical Education and Division of Vocational Rehabilitation, school districts, students and education stakeholders will all be served by this request. Failure to fund the request will directly impair the ability of the State Board to fulfill certain statutory responsibilities.*

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

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

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Outreach and Awareness</b>			Priority Ranking 2 of 4
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Printing, mailing, production, and/or contracting of and for materials	\$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 ongoing general funds to facilitate outreach and messaging along with coordination with the institutions and other stakeholders.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Authority: Idaho Constitution, Article IX, Section 2, and Section 33-101, Idaho Code, et seq.

3. 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?)

In FY16, the SBOE produced a series of ads for the new Direct Admissions initiative. The total cost was \$120,000. The estimated cost of this line item would allow the SBOE to produce marketing and outreach materials for multiple initiatives including, but not limited to, Open Education Resources, Direct Admissions, Apply Idaho, Dual Credit, Opportunity Scholarship, or the Adult Learner Scholarship to assist and inform students about postsecondary opportunities.

4. 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) ongoing

5. 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, the public, and especially students 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: <b>12.03</b>		Title: <b>Administrative Assistant 2</b>			Priority Ranking 3 of 4
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$34,500				\$34,500
2. Benefits	21,400				21,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$55,900				\$55,900
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	\$57,000				\$57,000

**Description:**

*Administrative Assistant 2 position to support 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 research staff (a total of six FTP). Currently these staff have no dedicated administrative support. The research staff oversee all data requests and data reporting. In addition, the research staff support the Higher Education Research Council (HERC), a group that distributes \$4.1 million in funds, annually. This position would help track those disbursements and work with the Principal Investigators on producing status reports for review by HERC. One AA2*



*is supporting these staff in addition to the outreach team (a total of five FTP) and the Communications and Legislative Affairs Officer. By providing dedicated support to the research team, the result will be improved oversight of the HERC public funds and improved responsiveness to data requests.*

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Authority: Idaho Constitution, Article IX, Section 2, and Section 33-101, Idaho Code, et seq.

3. 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 increasing demands for data from the Office of the State Board of Education and improved oversight of General Fund monies.

- 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.

4. 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.

\$55,900 (PC) ongoing

\$ 1,100 (CO) one-time

5. 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: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

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

ACTIVITY: General Education

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.04</b>		Title: <b>Idaho Career Information</b>		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 <b>by summary object:</b>					
1. Support RFP for Career Information tools and resource design and development.					
TOTAL OPERATING EXPENDITURES:	\$32,000	\$93,000			\$125,000
CAPITAL OUTLAY <b>by summary object:</b>					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$32,000	\$93,000			\$125,000

**Background:** For nearly 40 years Idaho relied upon a product developed by intoCareers, a business unit at the University of Oregon to provide college and career development resources.

**Problem:** Over time intoCareer's business model evolved and was no longer nimble or responsive enough to support the state's college and career advising initiatives.

While private vendor solutions exist, it was determined through a Request for Information (RFI) solicitation that costs to implementing a single private vendor would be a barrier to providing a state supported solution.

**Solution:** With this information in hand, OSBE elected to move away from a single vendor to a curated system consisting of state-developed and vendor-developed tools allowing the Next Steps platform to evolve on a faster, more dynamic level that would more easily respond to state needs.

OSBE staff determined a multi-phased approach would be most cost effective and would allow for careful evaluation of activities, modules, tools and content from internal (state) and external (vendor) resources.

**Vision:** Create a college and career-planning tool that is easily delivered, highly visible and widely used by Idahoans.

**Goals:**

- Seamlessly incorporate career development resources into Next Steps website.
- Increase ability to meet and respond to stakeholder needs.
- Engage students, professionals (counselors, advisors) and families with Next Steps.
- Expand outreach.
- Strategically engage business and partner agencies.

**Opportunities:**

1. Allows development of tools and resources that align and support Idaho initiatives.
2. Seamlessly integrates College and Career development tools and resources into Next Steps website.
3. Allows OSBE to oversee the actualization of systemness in career development.
4. Increases the state's credibility by providing market-leading resources highlighting Idaho opportunities and careers.
5. Provide the state direct control over state investment *and* delivered resources.

**Request:** For FY21, OSBE seeks funding to continue to design and build a fully customized, robust, web-based comprehensive college and career development software package based on nationally recognized career development practices while at the same time incorporating Idaho specific data and resources.

During this fiscal year, in addition to our on-going \$93,000 in career information funding, we request an additional \$32,000 to support development. Together these dollars will be used to support a Request for Proposal (RFP) solicitation for design and programming services.

**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?

We are requesting an additional \$32,000 in general funds that will be combined with our annual career information appropriation to fund a solicitation for programming and design services.

Tools and resource currently in the project plan include but are not limited to:

1. Design and build Idaho specific and National Program of Study cards
2. Design and build Idaho specific and National School cards.
3. Design and build Idaho specific and National Scholarship cards.
4. Design and implement Authentication on the Next Steps website.
5. Design and build Individual Portfolios.
6. Design and build Site Administration tools.
7. Design and build site, district and statewide reports.

Final work plan details including deliverable and timeframes will be determined during the RFP process.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Authority: Idaho Constitution, Article IX, Section 2, and Section 33-101, Idaho Code, et seq.

3. 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
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. Three existing FTEs currently support development of college and career planning tools as well as general expansion and maintenance for the Next Steps website. The RFP and subsequent oversight of a vendor to complete the above-mentioned deliverables will be absorbed into their duties.
- c. List any additional operating funds and capital items needed.

4. 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 funds requested are on-going to support continued evolution of Next Steps Career Information.

5. 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 previous system (Idaho CIS) served Idaho students grades 6-12, adults in transition (via Idaho Department of Labor, Idaho Corrections, Idaho Vocational Rehabilitation and Idaho Industrial Commission) as well as supportive adults (teachers, school and agency counselors). The goal of the newly developed system is to continue to serve these populations.

If this request were not funded:

1. The financial outlay of state dollars would increase as each school and agency would need to work with individual vendors to meet their college and career development resource needs.
2. If each school and agency work with their own vendor, more resources would be required to answer questions around college and career advising initiatives.

**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: <b>12.01</b>	Title:			Priority Ranking 1 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.00
PERSONNEL COSTS:					
1. Salaries	\$56,700				\$56,700
2. Benefits	12,600				12,600
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.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Public Television was created by legislative intent in 1982 with Senate Bill 1476 that centralized management as an entity under the Idaho State Board of Education, which holds the non-commercial licenses issued by the Federal Communications Commission (FCC).

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, in in the base?

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 \$782,955. These are critical technical positions that repair and replace broadcasting and IT equipment throughout the state, often on remote mountaintop sites.

4. 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 worksheet.*

- 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.

- d. What is the basis for the requested resources? How were PC, OE or CO needs projected?

We are addressing the needs as described in 4.b by raising salaries of all our engineering positions to "Policy" level as identified by the Department of Human Resources. We feel this salary level will significantly address the difficulty both attracting and retaining qualified technical staff.

5. 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.

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

The staff impacted by this request serve all the people of Idaho by operating and maintaining the technical infrastructure to make sure our programming and services are distributed to every corner of Idaho, including our five full-power transmitters, 47 repeaters (called translators), the network operations center, and facilities in Pocatello, Moscow and at the Capitol Mall. If the request is not funded, we expect to continue to struggle hiring technical staff. Being understaffed will impact our ability to keep the equipment operating. It will also take longer to address service outages and/or disruptions.



AGENCY: Idaho Public Television

Agency No.: 520

FY 2021 Request

FUNCTION: Idaho Public Television

Function No.: 01

Page 1 of 3

ACTIVITY: N/A

Activity No.: N/A

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

A: Decision Unit No: <b>12.02</b>		Title: <b>Educational Outreach</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$50,600				\$50,600
2. Benefits	25,000				25,000
3. Group Positions					
TOTAL PERSONNEL COSTS:	\$75,600				\$75,600
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	\$115,600				\$115,600

**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?

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. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Idaho Public Television was created by legislative intent in 1982 with Senate Bill 1476 that centralized management as an entity under the Idaho State Board of Education, which holds the non-commercial licenses issued by the Federal Communications Commission (FCC).

## 3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the base?

Current staff includes three Education Specialist positions. All are funded with private donations or competitive grants, including grants from PBS and CPB. Salaries and benefits for these 3 positions currently total \$210,044.

## 4. 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 worksheet.

- 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. However, our workshops and other activities have been extremely popular and effective with teachers, parents and caregivers and we are unable to meet the extensive number of requests for services with our current staffing level.

5. 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.

6. 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 parents from around the state will be served by these educational positions. PBS and CPB extend grants on a semi-regular basis that go along with the educational opportunities that exist with many programs produced for air and online. Educational outreach grants for history and science-based programming have been made available. More educational opportunities will be available in years to come. Currently, we are not able to take advantage of many of these grants because we do not have the personnel to accomplish the tasks. If not funded, we would not be able to enhance education as described herein.

**AGENCY:** Idaho Public Television  
**FUNCTION:** Idaho Public Television  
**ACTIVITY:** N/A

Agency No.: 520  
 Function No.: 01  
 Activity No.: N/A

FY 2021 Request  
 Page 1 of 3  
 Original Submission: X  
 Revision No. \_\_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>Digital Media Technician</b>			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$44,800				\$44,800
2. Benefits	23,800				23,800
3. Group Positions					
TOTAL PERSONNEL COSTS:	\$68,600				\$68,600
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	\$75,600				\$75,600

### 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?

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. Indicate the specific source of authority, whether in statute or rule, that supports this request?

Idaho Public Television was created by legislative intent in 1982 with Senate Bill 1476 that centralized management as an entity under the Idaho State Board of Education, which holds the non-commercial licenses issued by the Federal Communications Commission (FCC).

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the base?

Current staffing includes a Multimedia Video Specialist, which can only partially meet the needs that providing IP-based streaming platforms demand. We are seeking funding for this new position to meet the growing needs. Funding for the Multimedia Video Specialist is provided through dedicated funds. Salary and benefits for this position currently total \$58,147.

4. 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 worksheet.

- 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.

5. 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.

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

This funding will allow us to reach Idahoans who increasingly consume our educational content (both locally produced and nationally acquired) on the myriad of digital streaming platforms, such as Apple TV, Roku, Smart TVs, Amazon, IdahoPTV On-Demand, IdahoPTV/PBS Kids Channel Live Stream, mobile apps, and live streaming of our broadcast channels via such services as YouTube TV, DirecTV GO and other emerging technologies. These viewers want to view our content, when and where they want. They tend to be younger and often have young children that Idaho Public Television is uniquely able to serve with high quality programming and on-line educational games that have a proven track record of improving educational outcomes. This is a growing area of our work that is critical to our continued success!

**AGENCY:** Division of Vocational Rehabilitation  
**FUNCTION:** Council for the Deaf and  
 Hard of Hearing

Agency No.: 523

FY 2021 Request

Function No.: 06

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

**ACTIVITY:** Board approved category

Activity No.:

A: Decision Unit No: <b>12.01</b>		Title: <b>CDHH .25 FTE Request</b>			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.25				.25
PERSONNEL COSTS:					
1. Salaries	\$10,700				\$10,700
2. Benefits	5,300				5,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$16,000				\$16,000
OPERATING EXPENDITURES by summary object:					
1. 5351 Employee Travel costs	\$1,200				\$1,200
TOTAL OPERATING EXPENDITURES:	\$1,200				\$1,200
CAPITAL OUTLAY by summary object:					
1.					
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 per week for the Communication and Outreach Coordinator.

### Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

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.

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.
2. Indicate the specific source of authority, whether in statute or rule, that supports this request.  
Idaho Code 67-7301
3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?
4. 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 agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

This effort doesn't require any direction from HR. This position would relieve the burdens of the current staff.

- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.



## 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 PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?
5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

Total ongoing request	\$17,200
-----------------------	----------

## Breakout of ongoing request

Personnel	\$16,000
Operating	\$1,200

One Time request	None
------------------	------

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.

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

Idaho policymakers, the legislators, local, state agencies, businesses, and the 200,000+ deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

**AGENCY:** Division of Vocational Rehabilitation  
**FUNCTION:** Council for the Deaf and  
 Hard of Hearing

Agency No.: 523

FY 2021 Request

Function No.: 06

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

**ACTIVITY:** Board approved category

Activity No.:

A: Decision Unit No: <b>12.02</b>		Title: <b>CDHH Additional Office Space</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. 5901 Rent	\$9,000				\$9,000
TOTAL OPERATING EXPENDITURES:	\$9,000				\$9,000
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	\$11,500				\$11,500

### Description:

Additional office space is needed for the increased FTE at CDHH. Approximate cost will be \$9,000 annually on-going. \$2,500 one-time funding is being requested for video teleconferencing equipment for a small conference room.

### Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

Due to the increased FTEs at CDHH, relocating the agency to a different building was needed. Approximate cost requested for lease will be for \$9,000 annually on-

going. One-time \$2,500 is being requested for video teleconferencing equipment for the conference room located in the new office space.

For the past 28 years, the Idaho Council for the Deaf and Hard of Hearing was housed at the Health and Welfare Westgate Complex. For the first 20 years, DHW waived lease charges to the Council for the space. During the last 8 years, DHW required the Council to pay the lease at a low, subsidized cost. However, prior to the start of FY2020, the Council was informed that CDHH would be expected to pay the full lease. The Council has been offered small additional space of 200 square feet. However, with the increased number of employees, increased demand for our services, increased ongoing lease amount and the renovation cost for small space does not justify the Council to remain in the building. Relocating the agency to a new much needed space is a positive long-term investment and will increase productivity and efficiency of the agency. It also creates more functionality for the Council's programs, staff, and constituents.

CDHH plans on remaining in the new space for several years. With the growth of Idaho's population, there will be a great need to support the increase of the deaf and hard of hearing citizens without needing additional space soon. The space is appropriate for any future growth of CDHH.

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. It is appropriate to include the technology in the space to increase productivity and accessibility of the Council.

Total rent on the new facility will be \$23,700 annually. Currently the budget includes \$14,700 from the following amounts of General Fund in the base:

Former rent expenses: \$3,600

Cost of Interpreter: \$10,000-no longer needed with the hire of a full-time interpreter

Meeting space rental \$1,100 – space will be available in the new facility

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.
2. Indicate the specific source of authority, whether in statute or rule, that supports this request.  
Idaho Code 67-7301
3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?
4. 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 agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.
- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

\$9,000 of ongoing operating funds for increased office space. \$2,500 of one-time capital outlay for videoconferencing equipment.

- d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

Rent agreement was the basis for the OE request. Video Conferencing equipment was estimated based on previous purchases by IDVR.

- 5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

\$9,000 of ongoing operating funds for increased office space. \$2,500 of one-time capital outlay for videoconferencing equipment.

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.

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

Idaho policymakers, the legislators, local, state agencies, businesses, and the 200,000+ deaf and hard of hearing citizens will be served by this request. We

anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

**AGENCY:** Division of Vocational Rehabilitation  
**FUNCTION:** Council for the Deaf and  
 Hard of Hearing

Agency No.: 523

FY 2021 Request

Function No.: 06

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

**ACTIVITY:** Board approved category

Activity No.:

A: Decision Unit No: <b>12.03</b>		Title: <b>CDHH Vehicle Request</b>			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. 6601 Vehicle	\$24,300				\$24,300
TOTAL CAPITAL OUTLAY:	\$24,300				\$24,300
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$24,300				\$24,300

**Description:**

New Vehicle (Light SUV) \$24,300

**Questions:**

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

One new vehicle is needed as the Council has hired 2 additional 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

- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.
2. Indicate the specific source of authority, whether in statute or rule, that supports this request.  
Idaho Code 67-7301
3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?
4. 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 agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.
- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

\$24,300 of one-time funding from General Funds appropriated by the Legislature.

- d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

The Budget Development Manual guidelines.

5. 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, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

\$24.300 of one-time funding from General Funds appropriated by the Legislature.

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.

6. 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**  
**AUGUST 29, 2019**

---

**SUBJECT**

FY 2021 Capital Budget Requests

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1; Objective D: Quality Education.

**BACKGROUND/DISCUSSION**

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is supported by the staff of the Division of Public Works (DPW), has three major areas of focus when it considers and develops recommendations on institutional and agency requests for fiscal year construction projects: a) major new construction or remodeling projects, typically costing well over \$1M (referred to as “Capital” or “Part A” projects); b) smaller alteration and repair projects (referred to as “A&R” or “Part B” projects); and c) projects to comply with the Americans with Disabilities Act (“ADA” projects). The institutions must provide their detailed requests to DPW by August 1<sup>st</sup>, accompanied by updates to the institutions’ rolling six-year capital project budget (“Part C”) plans. The PBFAC will hear agency/institution capital project, A&R, and ADA requests in October. Subsequently, DPW and the PBFAC will review all requests for projects involving Permanent Building Fund (PBF) dollars, and will develop a list of recommended projects for all state entities to fit the projected available PBF dollars for the upcoming legislative cycle. DPW will work with the Division of Financial Management (DFM) and the Legislative Services Office (LSO) to develop, in turn, the Governor’s recommendation and the Legislature’s appropriation for capital, A&R, and ADA projects. The construction and maintenance needs of the higher education institutions (with deferred maintenance needs estimated in hundreds of millions of dollars) far exceed the PBF dollars available for rationing by the PBFAC, Governor and Legislature.

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four 4-year institutions. Summaries of the community colleges’ capital project requests are provided for information only—those requests are vetted by the community colleges’ local governing boards prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Projects shown have been prioritized by each institution. A number of these projects were also included in the FY 2020 institution request lists previously approved by the Board. The project descriptions provided below were prepared by the institutions.

Review of FY2020 PBF appropriations:

In FY2020, only Alteration and Repair projects were funded.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

FY2021 Capital Project Requests:

BSU's first priority is for the renewal, remodel and building addition of the Liberal Arts Building. Liberal Arts is approximately 60,000 square feet and was built in 1967. In addition to the remodel and renewal, the site is able to accommodate a three to four story (22,000-30,000 square feet) addition. \$1.7M was received in Alteration & Repair funds in FY2020 for building renovations and roof replacement.

BSU's second priority is for the remodel and renewal of Riverfront Hall. The facility is approximately 67,000 gross square feet and built in 1971. The primary goal is to consolidate the School of Public Service (SPS) in the renewed building. SPS is one of Boise State's premier programs, but is spread across campus, creating numerous challenges for operations and growth. A co-location at Riverfront Hall would negate the need to build a new standalone facility. \$1.83M was received in Alteration and Repair funds in FY 19 for electrical and HVAC upgrades.

BSU's third priority is for the Science Research and Classroom Building. Boise State continues to experience increased demand for facilities that support laboratory-based instruction and research. The new science research building has an anticipated total budget of \$80M and will provide teaching and/or research labs focused on chemistry and biological sciences. With an emphasis on the natural and applied sciences, these laboratories call for highly specific and dedicated environmental controls.

BSU's fourth priority is for the remodel and renewal of the Hemingway Center. The facility is approximately 13,500 gross square feet and was built in 1940. Boise State anticipates continued use of the gallery space for multi-purpose events, with additional space seeing ongoing use by College of Arts and Sciences.

BSU's fifth priority is for a new Health Sciences Building. The project entails a new building to support fast-paced growth in the College of Health Sciences. Boise State's master plan shows a health sciences quadrangle near the NORCO building, and the project represents the second phase of that long-term buildout. Funds will likely support construction of a 60,000 + gross square foot facility, at 4-5 stories tall.

Idaho State University has three major capital projects for which no Permanent Building Funds are being requested. Funding will be from institution funds, bonding, and reallocation of State general fund appropriations.

ISU's first priority is for a new Life Science Complex which will be 130,000 – 140,000 gross square feet. The complex includes a new home for the Department of Biological Sciences, the College of Science and Engineering Dean's administrative offices, a new ISU STEM Community Engagement & Discover Center, and update and house facilities for research core services and laboratory support services.

ISU's second priority is for a new Health and Wellness Center. Overall project cost is estimated to be \$52.8M phased over eight years. This is a multi-year phased project to construct a 94,000 gross square foot building. It will provide "one stop" shopping for patients by co-locating the Family Medicine Residency Clinic with University Health,

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

Bengal Pharmacy, Psychiatry Residency Clinic, Speech and Hearing, Physical and Occupational Therapy, Radiology, Counseling, and Nutrition and Dietetics. The project will also provide additional space for expansion of clinic space for other potential community partners that will share in the cost of the project.

ISU's third priority is for campus deferred maintenance for Frazier Hall, Bilyeau Theater and other Pocatello campus infrastructure upgrades in public areas where major refreshes and improvements are needed due to obsolete facilities and finishes. This project does not add square feet or functional space but will address safety concerns and install more easily maintained materials and facilities, equipment and lighting upgrades.

University of Idaho has no major capital budget requests for FY2021.

LCSC's first priority is for added costs for its CTE Building. Steel costs and changes in the market caused bids to build to be higher than anticipated. After additional value-engineering, LCSC was able to reduce some of the costs and is requesting an additional \$2.5M to build the building that will meet the needs of the community.

LCSC's second priority is to repurpose the Mechanical Technical Building (MTB) to accommodate changes in space needs following the completion of the new Career Technical Education Center. Based on \$220/square foot and a building size of approximately 59,143 square feet, LCSC estimates the total cost at \$11,830,000.

LCSC's third priority is the remodel of space for the Diesel Technology program. With the completion of the new CTE Building and the transferring of programs to the new building, the diesel program can expand its current space to fill demand through a remodel of the existing facility. In the event the MTB is not funded, LCSC would request funding for the remodel to allow for expansion of the Diesel Technology program. Based on 26,512 square feet at \$200/square foot, LCSC estimates the total cost at \$5,300,000.

LCSC's fourth priority is the renovation and upgrade of Vollmer Bowl and Sweeney Track to support physical education activity expansion as well as increased opportunities to accommodate club and intramural sports and Title IX initiatives. Total cost is estimated at \$1,176,000.

The community colleges' six-year capital construction plans are listed for information only.

The College of Eastern Idaho's (CEI) request is for a new Career and Technical Education Building. Total cost of the building is estimated at \$24-\$30M and be approximately 80-100,000 gross square feet. CEI is requesting one-half of the \$2.4M total estimated cost for planning and design at this time. The College is applying for the other half through a grant from the Economic Development Administration.

The College of Southern Idaho's (CSI) request is for \$2,289,000 to remodel the Canyon Building. CSI was awarded \$829,000 in FY 19 and CSI is contributing \$605,800 to complete Phase 1. Phase 1 is approximately 10,000 gross square feet and Phase 2 is approximately 15,000 gross square feet. The project includes interior walls and doors,

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

electrical work, LED lighting, IT networking, fire alarm, HVAC, ceiling grid and tile and flooring.

**IMPACT**

Only Board-approved major capital projects can be forwarded to the PBFAC. Following Board approval, DPW, PBFAC, DFM, and LSO will be informed of the Board's recommendations. A Board representative will brief the PBFAC on the Board's decision and any comments at the October PBFAC meeting, prior to agency presentations of their FY2021 requests.

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY2021). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update the years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

**ATTACHMENTS**

Attachment 1-FY2021 Major Capital Request Summary  
Attachment 2-Boise State University Six-year Plan  
Attachment 3-Idaho State University Six-year Plan  
Attachment 4-University of Idaho Six-year Plan  
Attachment 5-Lewis-Clark State College Six-year Plan  
Attachment 6-Capital Project Summaries for agencies & institutions

**STAFF COMMENTS AND RECOMMENDATIONS**

Although current levels of funding from the PBF and other sources are not sufficient to meet the facility needs of the institutions, it is appropriate for the institutions and the Board to highlight the most urgent infrastructure needs in the system. An effective review and rationing system is in place to allocate available dollars to the highest need projects for the FY2021 budget cycle. The FY2021 capital project requests from the institutions are reasonable, and they reflect continuity with previous capital planning efforts. The longer-term wish lists in the rolling six-year capital plans, while largely hypothetical, are a useful advance planning tool.

The attached six-year capital project plans include new projects as well as updated cost estimates.

Staff recommends approval of the institutions' FY2021 capital project requests and their six-year capital project plans.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**BOARD ACTION**

I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, and Lewis-Clark State College and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY2021 budget cycle.

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

**AND**

I move to approve the Six-Year Capital Improvement Plans for FY2021 through FY2026 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided, in attachments 2-5.

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

**State Board of Education**  
**FY21 Major Capital Request Summary**  
(\$ in thousands)

Board Priority	Institution/Agency & Project	Attachment 6 Detail Page	Total Project Cost		FY 2021 Request
			Perm. Building Fund	Total Funds	
1	<b>Boise State University</b>				
2	1 Liberal Arts Renewal, Remodel and Building Addition	1	21,700.0	37,000.0	20,000.0
3	2 Riverfront Hall Remodel and Renewal	3	16,830.0	21,000.0	15,000.0
4	3 Science Research and Classroom Buiding	5	20,000.0	80,000.0	20,000.0
5	4 Hemingway Center Remodel and Renewal	7	4,000.0	5,500.0	4,000.0
6	5 Health Science Building	9	20,000.0	35,000.0	20,000.0
7	<b>Idaho State University</b>				
8	1 Life Science Complex	11	20,000.0	72,000.0	20,000.0
9	2 ISU Health and Wellness Center	13	24,000.0	40,000.0	3,500.0
10	8 Campus Deferred Maintenance - Frazier Hall	16	5,000.0	10,000.0	5,000.0
11	<b>Lewis-Clark State College</b>				
12	1 CTE Building Completion	31	2,500.0	2,500.0	2,500.0
13	2 Mechanical Technical Building	32	11,600.0	11,830.0	11,600.0
14	3 Wittman Complex Repurpose/Expansion of Diesel Program	33	5,300.0	5,300.0	5,300.0
15	4 Tri-Partnership Phase 2 - Vollmer Bowl/Sweeney Track	34	1,176.0	1,176.0	1,176.0
16	<b>College of Eastern Idaho</b>				
17	1 Career and Technical Education Building	36	1,200.0	30,000.0	1,200.0
18	<b>College of Southern Idaho</b>				
19	1 Canyon Building Remodel - Phase 2	39	2,289.0	3,289.0	2,289.0
20					
21	<b>Total</b>		\$ 155,595.0	\$ 354,595.0	\$ 131,565.0

**SIX YEAR CAPITAL IMPROVEMENT PLAN**  
**FY 2021 THROUGH FY 2026**

**Institution: Boise State University**

Project Title	Est. Cost	Prev. Fund.	<u>FY2021</u> Total	<u>FY2022</u> Total	<u>FY2023</u> Total	<u>FY2024</u> Total	<u>FY2025</u> Total	<u>FY2026</u> Total
Micron Center for Materials Research (under construction)	50,500,000	50,500,000						
Baseball Field Development	10,000,000		10,000,000					
Liberal Arts Building - Remodel, Renewal and Expansion	37,000,000	1,700,000	37,000,000					
University Drive Improvements	2,000,000		300,000	1,700,000				
Data Center	1,500,000		1,500,000					
Albertsons Stadium East Expansion and Improvements	20,000,000			20,000,000				
Riverfront Hall - Remodel and Renewal	21,000,000	1,830,000		19,170,000				
Athletic Facilities and Title IX Upgrades	5,000,000			5,000,000				
Student Housing	40,000,000			40,000,000				
Science Research Building	80,000,000				80,000,000			
Hemingway Building - Remodel and Renewal	5,500,000				5,500,000			
On-Campus Parking Structure (350 spaces @ \$30,000/space)	11,000,000				11,000,000			
Health Sciences Building	35,000,000					35,000,000		
New Academic Building	30,000,000						30,000,000	
College of Innovation and Design	20,000,000							20,000,000
<b>Total</b>	<b>368,500,000</b>	<b>54,030,000</b>	<b>48,800,000</b>	<b>85,870,000</b>	<b>96,500,000</b>	<b>35,000,000</b>	<b>30,000,000</b>	<b>20,000,000</b>

**Six Year Capital Improvement Budget - Revised 8/7/2019**

Description	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Life Science Complex	\$72,000,000					
Residence Hall Upgrades	\$5,000,000					
ISU Alumni Center (design in progress)*	\$8,000,000					
College of Technology EAMES Phase 3*	\$3,000,000					
Holt Arena Seating, Code Analysis and Project Planning*	\$2,500,000					
Campus Housing Renovations, Remodeling, New		\$10,000,000				
Remodel RFC for KDHS Nursing, PAS, Rad Tech, etc..		\$12,000,000				
ISU Health and Wellness Center (Clinic Consolidation)		\$40,000,000				
Campus Deferred Maintenance - Frazier Hall, Etc.		\$10,000,000				
Upgrade HVAC, Ceilings, & Lighting, Eli Oboler Library			\$10,885,000			
Remodel 1st Floor Entrance & Circulation, Eli Oboler Library			\$4,595,400			
Basketball Arena/Holt Arena			\$40,000,000			
Meridian Dental Hygiene Expansion				\$4,000,000		
Vocarts - Replace, HVAC, Fire Alarm & ADA restrooms					\$1,745,842	
Graveley Hall - Upgrade the heating and cooling system					\$2,875,000	
Beckley Nursing – Asbestos mitigation, ceiling system and lights					\$1,700,000	
Academic Building						\$25,000,000
<b>\$253,301,242</b>	\$90,500,000	\$72,000,000	\$55,480,400	\$4,000,000	\$6,320,842	\$25,000,000
<b>6 year outlay total</b>						

\* Agency or Donor Funded



**SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN**  
(Major Capital Projects greater than \$1 mil Total Project Cost)  
**FY 2021 THROUGH FY 2026**  
(\$ in 000's)

**Institution: University of Idaho**  
**FY2021 FINAL SUBMITTAL 1 Jul 19**

Project Title	Est. Cost	Prev. Fund.	FY 2021			FY 2022			FY 2023			FY 2024			FY 2025			FY 2026		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
1 Northern Idaho Collaborative Education Facility (NICE) CP150079, DPW 16-251	9,728	9,728	In Punch List Status as of 1 Jul 19																	
2 WWAMI Medical Education Building Improvements and Expansion CP180006, DPW 19-256	4,625	4,625	In Punch List Status as of 1 Jul 19																	
3 NMCREEC Classroom and Office Building, Salmon CP190024	2,500	2,500	In Construction Status as of 1 Jul 19																	
4 ICCU Idaho Arena CP170040	51,000	51,000	In Construction Status as of 1 Jul 19																	
5 West Campus Utilities Extension CP180021	3,500	3,500	In Construction Status as of 1 Jul 19																	
6 Bruce M. Pitman Center Exterior Envelope Repairs CP190013, DPW 19-262	1,622	1,622	In Award Status as of 1 Jul 19																	
7 Nuclear Seed Potato Germplasm & Storage Building CP190012, DPW 19-250	5,500	5,500	In Design Status as of 1 Jul 19																	
8 LHSOM & Ridenbaugh Acoustic Mitigation and Deferred Maintenance Improvements, CP190038, DPW 19-263	3,730	3,730	In Design Status as of 1 Jul 19																	
9 Energy Plant Micro Turbine Installation CP190056	2,500	2,500	In Design Status as of 1 Jul 19																	
10 Idaho Center for Agriculture, Food, and Environment (CAFE)	45,000	10,000	5,000	20,000	25,000		10,000	10,000												
11 Tribal and Diversity Center Facility	7,500	0	125		125	3,688		3,688	3,688		3,688									
12 Engineering/STEM Education/Classroom Facility	40,000	0	600		600	3,700	32,000	35,700	3,700		3,700									
13 Idaho Center for Plant and Soil Health, Parma	6,100	0		600	600		5,500	5,500												
14 College of Education, Health and Human Sciences Innovation Lab	8,500	0		500	500		8,000	8,000												
15 6th Street Greenhouses Expansion and Improvements, Phased	1,500	0		1,500	1,500															
17 Idaho Avenue Extension Repairs and Repaving (PBF #01 FY 21 A&R)	1,075	0	1,075		1,075															
18 Life Sciences South HVAC Upgrades, Ph. 3 (PBF #22 FY 21 A&R)	1,298	0									1,298		1,298							
19 Gibb Hall HVAC Upgrades, Ph. 2 (PBF #24 FY 21 A&R)	1,296	0												1,296		1,296				
20 Perimeter Dr. Replace Paradise Creek Undercrossing (PBF #25 FY 21 A&R)	1,082	0												1,082		1,082				
21 Admin Bldg, HVAC, Ph. 2 (PBF #28 FY 21 A&R)	1,299	0															1,299		1,299	
22 Gibb Hall HVAC Upgrades, Ph. 3 (PBF #29 FY 21 A&R)	1,299	0															1,299		1,299	
16 CALS Equine Pavilion and Display Arena #	3,500	0																		
23 Library Collections Maintenance Facility #	TBD	0																		
24 Coll. of Agricultural & Life Sciences New Meats Laboratory #	7,220	0																		
25 McCall Field Campus Improvements per the 2014 Master Plan #	7,000	0																		
26 Pedestrian Walkway Improvements, Phase 1 #	1,000	0																		
27 New Undergraduate Housing, Phase 1 #	36,000	0																		
	255,375	94,705	6,800	22,600	29,400	7,388	55,500	62,888	7,388	0	7,388	1,298	0	1,298	2,379	0	2,379	2,599	0	2,599

S:\Facilities\CapitalPlanning\Capital Budget\FY 21 State Request\Six Year Plan (Set C)\FY 2021 Six Year Plan.

**CAPITAL BUDGET REQUEST  
SIX-YEAR PLAN FY 2021 THROUGH FY 2026  
CAPITAL IMPROVEMENTS**

AGENCY: Lewis-Clark State College

PROJECT DESCRIPTION/LOCATION	FY 2021 \$	FY 2022 \$	FY 2023 \$	FY 2024 \$	FY 2025 \$	FY 2026 \$
Mechanical-Technical Building Repurpose	11,830,000					
Wittman Complex Repurpose/Expansion of Diesel Program	5,300,000					
Tri-partnership Phase II: Vollmer Bowl/Sweeny Track/Fenton Gym multi-use facility development	1,200,000					
Administration Building Upgrade		3,500,000				
Living & Learning Center/Kinder College			25,000,000			
Talkington Hall Remodel				10,000,000		
CTE Expansion Phase II/Workforce Training					20,000,000	
Sam Glenn Complex Renovation						26,000,000
<b>TOTAL</b>	<b>\$18,330,000</b>	<b>3,500,000</b>	<b>25,000,000</b>	<b>10,000,000</b>	<b>20,000,000</b>	<b>26,000,000</b>

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**MAJOR CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: **Boise State University**

AGENCY PROJECT PRIORITY: **1 of 5**

**PROJECT DESCRIPTION/LOCATION:**

**Liberal Arts Renewal, Remodel and Building Addition**

**PROJECT JUSTIFICATION:**

**(A) Concisely describe what the project is.**

A number of facilities on Boise State's campus have reached an age of 50 or more years. Certain ones are strong candidates for capital renewal, whereby major systems are upgraded and spaces throughout modernized. This process 'resets the clock' on a building, giving it another 40+ years of use. The Liberal Arts Building is the top priority on Boise State's campus for this process.

Liberal Arts is approximately 60,000 square feet and was built in 1967. In addition to the remodel and renewal, the site is able to accommodate a three to four story (22,000 – 30,000 square feet) addition. Project funds would support the entire scope of building renewal and expansion.

\$1.7 million was received in Alteration & Repair Funds in FY20 for building renovations and roof replacement. These funds will support the overall project.

**(B) What is the existing program and how will it be improved?**

The English Department occupies most of Liberal Arts, while approximately 20,000 square feet has been vacated due to the opening of the Center for Visual Arts. This scenario provides ideal conditions for a building renewal, being that a smaller amount of swing space is needed. The existing building will be modernized and upgraded with new building systems (electrical, plumbing, HVAC). Classrooms will benefit from A/V and active learning improvements. The expansion will be programmed as a flexible mix of offices and general purpose classrooms.

**(C) What will be the impact on your operating budget?**

For the existing 59,050 square feet, operating costs will likely reduce due to building system upgrades. This is particularly true for utilities-related expense and reductions in building repairs. The building addition will increase Boise State's overall operating costs, but the facility will incorporate modern and efficient systems.

**(D) What are the consequences if this project is not funded?**

Deferred maintenance and the need for an extensive capital renewal at Liberal Arts will be postponed, ultimately increasing the long-term maintenance expense of the facility. If the expansion is not funded, Boise State will have to identify alternate space(s) for campus growth.

ESTIMATED BUDGET:		FUNDING:	
Land	\$0	<i>Prior PBF (A&amp;R)</i>	<i>\$1,700,000</i>
A/E fees	\$2,600,000	<b>PBF Request FY21</b>	<b>\$20,000,000</b>
Construction	\$26,000,000	General Account	\$0
5% Contingency	\$1,300,000	Agency Funds	\$15,300,000
FF&E	\$2,600,000	Federal Funds	\$0
Other	\$4,500,000	Other	\$0
Total	\$37,000,000	Total	\$37,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**MAJOR CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: **Boise State University**

AGENCY PROJECT PRIORITY: **2 of 5**

PROJECT DESCRIPTION/LOCATION:

**Riverfront Hall Remodel and Renewal**

PROJECT JUSTIFICATION:

**(A) Concisely describe what the project is.**

A number of facilities on Boise State's campus have reached an age of 50 or more years. Certain buildings are strong candidates for capital renewal, whereby major systems are upgraded and spaces throughout modernized. This process 'resets the clock' on a building, giving it another 40+ years of programmed use. Riverfront Hall is Boise State's second highest for this process.

The facility is approximately 67,000 gross square feet and built in 1971. Project funds would support the entire scope of the building renewal, with a primary goal of consolidating the School of Public Service (SPS) in the renewed building. SPS is one of Boise State's premier programs, but is spread across campus, creating numerous challenges for operations and growth. Importantly, a co-location at Riverfront Hall would negate the need to build a new standalone facility – a prior capital improvement request from Boise State.

\$1.83 million was received in Alteration and Repair funds in FY19 for electrical and HVAC upgrades. These funds will support the overall project.

**(B) What is the existing program and how will it be improved?**

Riverfront Hall is a mixed-use academic building including lecture halls, general assignment classrooms, lab space, and administrative offices. Primary occupants include the Graduate College, various Office of Information Technology offices, and again, general assignment classrooms.

Combined, these efforts will modernize Riverfront Hall while providing efficiencies for other spaces on campus.

**(C) What will be the impact on your operating budget?**

By remodeling spaces and updating building systems, the operating budget – particularly for utilities and building repairs – for Riverfront Hall will decrease.

**(D) What are the consequences if this project is not funded?**

Deferred maintenance and the need for an extensive capital renewal at Riverfront Hall will be postponed, ultimately increasing the long-term expense of the facility. Additionally, Boise State will have to identify another facility (or construct a new facility) to accomplish the colocation of the School of Public Service.

ESTIMATED BUDGET		FUNDING:	
Land	\$0	<i>Prior PBF (A&amp;R)</i>	<i>\$1,830,000</i>
A/E fees	\$1,500,000	<b>PBF Request FY21</b>	<b>\$15,000,000</b>
Construction	\$15,000,000	General Account	\$0
5% Contingency	\$750,000	Agency Funds	\$4,170,000
FF&E	\$1,500,000	Federal Funds	\$0
Other	\$2,250,000	Other	\$0
Total	\$21,000,000	Total	\$21,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**MAJOR CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: **Boise State University**

AGENCY PROJECT PRIORITY: **3 of 5**

**PROJECT DESCRIPTION/LOCATION:**

**Science Research and Classroom Building**

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

Boise State continues to experience increased demand for facilities that support laboratory-based instruction and research. The requested funds will aid in constructing a new science research building, providing teaching and/or research labs focused on chemistry and biological sciences. With an emphasis on the natural and applied sciences, these laboratories call for highly specific and dedicated environmental controls.

Growth in Boise State's STEM programs is strong. The number of degrees earned is up 43% since the 2013-2014 academic year, and new graduate programs, such as Biomolecular Sciences (up 80% since 2015), are witnessing rapid growth. These programs respond to high-demand fields in Idaho and throughout the region.

The anticipated total budget of \$80 million reflects the cost of constructing these complex buildings, and at a scale large enough to accommodate growth needs for STEM programming at Boise State. In addition, this facility will include general purpose classrooms that incorporate the latest in active learning design. Active learning classrooms are highly sought after, and the project will reduce demand found from various academic departments.

(B) What is the existing program and how will it be improved?

Programming improvements for STEM-related fields, and additional capacity for general purpose classroom instruction will be realized. This building will also allow Boise State to reflect on older buildings with STEM programs and focus on ways to continue improving facility use.

(C) What will be the impact on your operating budget?

A standalone science research and classroom building will increase Boise State's operating budget. However, the project will likely allow the university to transition out of and improve operating costs – particularly for repairs and utility expense – in older buildings.

(D) What are the consequences if this project is not funded?

Growth within the STEM fields will be constricted and the lack of general assignment classroom space will increase. Smaller options for research space, such as a liner building on the Brady Garage, simply do not present enough new space to address these needs. As a result, program growth may be postponed and/or costly renovations to retrofit non-research space may be needed.

ESTIMATED BUDGET		FUNDING:	
Land	\$0	<i>Prior PBF</i>	\$0
A/E fees	\$6,000,000	<b>PBF Request FY21</b>	<b>\$20,000,000</b>
Construction	\$60,000,000	General Account	\$0
5% Contingency	\$3,000,000	Agency Funds	\$60,000,000
FF&E	\$3,000,000	Federal Funds	\$0
Other	\$8,000,000	Other	\$0
Total	\$80,000,000	Total	\$80,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**MAJOR CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: **Boise State University**

AGENCY PROJECT PRIORITY: **4 of 5**

**PROJECT DESCRIPTION/LOCATION:**

**Hemingway Center Remodel and Renewal**

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

A number of facilities on Boise State's campus have reached an age of 50 or more years. Certain buildings are strong candidates for capital renewal, whereby major systems are upgraded and spaces throughout modernized. This process 'resets the clock' on a building, giving it another 40+ years of programmed use. The Hemingway Center is the third highest priority for building renewals at Boise State.

The facility is approximately 13,500 gross square feet and was built in 1940. Project funds would support a renewal of the entire building, along with addressing the building entrances to ensure compliance with ADA standards.

Due to the historic nature of the building, construction costs at the Hemingway Center are likely higher than Boise State's other requests for building renewal.

(B) What is the existing program and how will it be improved?

The College of Arts and Sciences (COAS) – primarily the Anthropology Department – currently occupies the Hemingway Center. Anthropology has been identified as a future occupant in Liberal Arts (once a building renewal and remodel is complete at that facility). This transition will create temporary vacancy at the Hemingway Center, simplifying the renewal process. Once renewed, Boise State anticipates continued use of the gallery space for multi-purpose events, with additional space seeing ongoing use by COAS.

(C) What will be the impact on your operating budget?

By remodeling the building and updating building systems, the operating budget for the Hemingway Center will decrease. This is particularly true for utility expense and for ongoing/routine repairs.

(D) What are the consequences if this project is not funded?

Boise State will likely postpone deferred maintenance and the need for a capital renewal at the Hemingway Center, ultimately increasing the long-term maintenance expense of the facility. Incremental remodels will be necessary for spaces vacated by Anthropology, and alternate funding will be needed for improving the building entrances.

ESTIMATED BUDGET		FUNDING:	
Land	\$0	<i>Prior PBF</i>	\$0
A/E fees	\$400,000	<b>PBF Request FY21</b>	<b>\$4,000,000</b>
Construction	\$4,000,000	General Account	\$0
5% Contingency	\$200,000	Agency Funds	\$1,500,000
FF&E	\$400,000	Federal Funds	\$0
Other	\$500,000	Other	\$0
Total		Total	
	\$5,500,000		\$5,500,000

Agency Head Signature: Date: 7/25/19

**MAJOR CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: **Boise State University**

AGENCY PROJECT PRIORITY: **5 of 5**

PROJECT DESCRIPTION/LOCATION:

**Health Sciences Building**

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

The project entails a new building to support fast-paced growth in the College of Health Sciences (COHS). Boise State's campus master plan shows a health sciences quadrangle near the NORCO building, and this project represents the second phase of that long-term buildout. Funds will likely support construction of a 60,000+ GSF facility, at 4-5 stories tall.

Overall enrollment is up 11% since 2015. Two notable areas include undergraduate studies in Radiological Sciences (up 30% since 2015) and Master of Social Work (up 115% since 2012). When viewing graduate programs alone, enrollment has risen 57% since 2015. Overall, there are nearly 5,100 students enrolled in COHS programs that support in-demand jobs not only in Boise, but also throughout the Treasure Valley and Idaho.

(B) What is the existing program and how will it be improved?

As a new building, there is no existing program. However, the new facility will improve COHS programming for various growing programs within the college.

(C) What will be the impact on your operating budget?

As a new facility, overall operating costs at Boise State will increase. However, the facility will incorporate modern and efficient building systems.

(D) What are the consequences if this project is not funded?

Continued lack of space for COHS will constrain their growth and force the college to look at other solutions for space-related challenges. Boise State may have to postpone certain programs or delay them indefinitely. The lack of space will affect cohort sizing and acceptance rates within many programs as well.

ESTIMATED BUDGET		FUNDING:	
Land	\$0	<i>Prior PBF</i>	\$0
A/E fees	\$2,400,000	<b>PBF Request FY21</b>	<b>\$20,000,000</b>
Construction	\$24,000,000	General Account	\$0
5% Contingency	\$1,200,000	Agency Funds	\$15,000,000
FF&E	\$2,400,000	Federal Funds	\$0
Other	\$5,000,000	Other	\$0
Total		Total	
	\$35,000,000		\$35,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION  
(New Buildings, Additions or Major Renovations)**

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Life Science Complex

CONTACT PERSON: Glen Nelson, Ph.D

TELEPHONE: 208-282-4114

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

A state-of-the-art Life Sciences Complex (Complex) designed to attract and retain top students and world-class faculty to ISU. This Complex includes dedicated spaces to serve the public and provide community engagement through discovery-driven learning and inspiration from STEM based disciplines. The Complex includes: a new home for the Department of Biological Sciences--transforming worn and outdated spaces to state-of-the-art classrooms and teaching and research laboratories; the College of Science & Engineering Dean's administrative offices; a new ISU STEM Community Engagement & Discovery Center, and update and house facilities for research core services and laboratory support services. The location and design of the Life Science Complex will be carefully chosen to increase the profile of ISU and STEM disciplines and provide improved access for the community.

The Complex will create essential and modern teaching and research facilities to train the next generation of Biological Sciences researchers and Health Sciences professionals. The STEM Center will establish a sustainable STEM pipeline for Idaho aligned with ISU's recruiting efforts and support life-long learning in the community.

The proposed complex will be 130,000 – 140,000 sq. ft. and will provide approximately 120K sq. ft. for Biological Sciences, and 13k sq. ft. for STEM Center. Costs estimates are between \$550 - \$600 per sq. ft., including site preparation, FF&E, and all soft costs.

**(B) What is the existing program and how will it be improved?**

The 50 year old Gale Life Science building requires extensive remodeling, repair and replacement. Many of the building systems and equipment pieces are original and beyond their useful life. ISU's previous master planning effort and facilities conditions audit with CSHQA Architects has identified the need to replace 21 separate infrastructure systems and modernize the existing labs, offices, and teaching spaces in the building. The recommendations included a building addition of 2,400 sq. ft. to house a new accessible entrance and elevator attached to each floor. The cost identified with these repairs exceeded \$60,000,000, and would require remodels

phased over six years while the building remains occupied, causing extended stress and interruption for students and faculty.

**(C) What will be the impact on your operating budget?**

Operating costs within the building will be reduced based on more energy efficient lighting and HVAC systems and a large reduction of deferred maintenance will be realized as we currently repair the Gale Life Science building bi-weekly for leaks and other issues.

**(D) What are the consequences if this project is not funded?**

The spaces and systems will continue to function at a substandard level and negatively impact our ability to recruit and retain students and faculty. The system components will wear out and ISU is already challenged to locate or fabricate parts to rebuild and repair equipment. Building systems and infrastructure and equipment will have to be replaced piece meal, and possibly at inopportune times to continue to utilize the facility. This may result in emergency repairs, and severe interruptions to research and classroom spaces.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 20,000,000
A/E fees	\$ 4,000,000	General Account	\$ 0
Construction	\$53,000,000	Agency Funds	\$ 52,000,000
5% Contingency	\$ 2,500,000	Federal Funds	\$ 0
F F & E	\$ 7,500,000	Other	\$ 0
Other (soft costs)	\$ 5,000,000		
Total	\$72,000,000	Total	\$ 72,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CAPITAL BUDGET REQUEST**  
**FY 2021**  
**CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: ISU Health and Wellness Center

CONTACT PERSON: Glen Nelson, Ph.D

TELEPHONE: 208-282-4114

**PROJECT JUSTIFICATION:****(A) Concisely describe what the project is.**

This is a multi-year phased project to construct a new and consolidated ISU Health and Wellness Center space on the Pocatello Campus, presenting and opportunity to demolish buildings past the end of their useful lives and be vacated as a part of the project.

This project will construct a new 94,000 SF building that will provide space for the integration of medical and ancillary health clinic services at ISU. It allows the University to provide "one stop" shopping for patients by co-locating the Family Medicine Residency Clinic with University Health, Bengal Pharmacy, Psychiatry Residency Clinic, Speech and Hearing, Physical and Occupational Therapy, Radiology, Counseling, and Nutrition and Dietetics. The project will also provide additional space for expansion of clinic space for other potential community partners that will share in the cost of the project.

As the project relocates Family Medicine to the new Clinic Building, it will make way to relocate the Dental Hygiene Academic Program and Clinic to the space currently occupied by Family Medicine thereby allowing Dental Hygiene to be co-located with Dental Sciences. This existing building also receives a new elevator as our #1 priority for ADA funding for FY19 which will enable disabled students, staff, and patients to circulate within the two floors of the building without having to drive around to the back where an at grade entry is provided for the lower level.

The construction of the new consolidated clinic facility will allow for the abandonment and demolition of the Student Health Clinic (constructed in 1964), the Dental Hygiene Clinic (constructed in 1956), and the Dental Hygiene Sciences Building (constructed in 1929). These buildings have a combined deferred maintenance cost estimated at \$4,146,000

Overall project cost is estimated to be \$52.8 Million phased over 8 years. See table below.

Construct Health and Wellness Center	\$40,000,000
Remodel Family Medicine for Dental Hygiene	\$3,200,000
Finish out additional clinic space in Health and Wellness Center	\$9,200,000
Demolish Student Health Building	\$195,000
Demolish Dental Hygiene Clinic	\$92,000
Demolish Dental Hygiene Sciences	\$152,000
Total Project Cost	\$52,839,000.00

This year's FY21 funding request is limited to the planning and design for the new 94,000 SF consolidated clinic facility. The majority of the building will initially be shell and core with finish space limited to the Family Medicine and Psychiatry Residency programs. The remaining space will be filled out at a later date as resources and fundraising allow. The estimated cost for this FY21 request is \$3,500,000.

**(B) What is the existing program and how will it be improved?**

The Idaho State University Department of Family Medicine is a multifaceted clinical entity with primary components of a Family Medicine Residency, Pharmacotherapy Residency, Psychology Internship, and Family Medicine Clinical Research Center with a Federally Qualified Health Care community partner. The ISU Family Medicine Residency Program is a well-established, fully accredited, three-year family medicine residency. Since its inception in 1993, it has grown from a 12 resident program to a 21 resident program with expansion of faculty and midlevel providers and additions of pharmacotherapy residency, psychology internship, HIV and Hepatitis C clinics and a Clinical Research Center. The clinic serves many patients without health insurance and poor access to care.

The Department is currently located in the Family Medicine Building (#83) and shares space with the Dental Sciences program. Family Medicine occupies approximately 17,000 SF of total space, which no longer meets the needs of the Department. The Department has had to expand clinic hours to evenings and routinely curtail faculty practice in order to maintain adequate resident clinic numbers to meet accreditation standards. Faculty productivity is impacted by shared offices and there is inadequate space for day to day administrative functions. Without planned expansion, the department's current needs are estimated to be 23,000 SF.

In 2016, Governor Otter's Medical Education Study Committee set expansion of Idaho primary care residencies (Family Medicine, Internal Medicine, and Pediatrics) as its highest priority. The driving forces behind this decision are:

1. Idaho perennially ranks last or next to last in physicians per capita
2. Idaho is 48<sup>th</sup> in the US in resident physicians per capita
3. Location of residency training is a strong predictor of future practice location
4. As the Idaho College of Osteopathic Medicine (ICOM) comes on line, an increased demand for residency positions is expected.

In response, ISU's Kasiska Division of Health Sciences, in collaboration with the University of Utah, has proposed development of a new three resident-per-year Eastern Idaho Psychiatry Residency. Additionally, the ISU Family Medicine Residency has put forward a plan for expansion of family medicine training through two new rural training tracks, a new family medicine hospitalist fellowship and expansion of the base residency from seven residents per year to nine residents per year.

This proposed expansion plan cannot be accomplished without a significant expansion in clinical, teaching, and administrative space for the Department of Family Medicine. Co-location of the Eastern Idaho Psychiatry Residency will allow for numerous synergies in clinical care, didactic training, research, and administration. Similarly, the wide range of clinical services offered by other ISU health profession programs would benefit from increased interaction and collaboration with ISU's residencies. The proposed ISU Health and Wellness Center would offer the long sought after opportunity to gather these clinical services under one roof for true interdisciplinary training and care for the community.



**(C) What will be the impact on your operating budget?**

The proposed clinics are revenue generating. The synergy created by co-locating clinics will result in a high rate of referrals. Also the increase of family medicine residents from 21 to 40 will increase program and clinic revenues.

A new energy efficient consolidated clinic building will reduce utility costs currently incurred in existing buildings and the demolition and removal of the Student Health, Dental Hygiene Clinic and Dental Hygiene Sciences Buildings will eliminate \$4,146,000 in ISU deferred maintenance. All of these existing facilities require extensive gutting and remodeling to bring them up to serviceable standards.

**(D) What are the consequences if this project is not funded?**

If this project is not funded then, the Family Medicine clinic will continue to operate in a substandard space that is currently too small for current operations.

ISU will be unable to provide space for the planned expansion of the ISU Family Medicine Residency and proposed Eastern Idaho Psychiatry Residency.

The opportunity will be missed to create an interdisciplinary clinical training facility that will promote mutual referral, collaborative health care and shared teaching experiences throughout the Division of Health Sciences. The opportunity to expand clinical services to underserved patient populations will be lost as well.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF FY21	\$ 3,500,000
A/E fees	\$ 3,00,000	PBF FY22	\$ 10,250,000
Construction	\$ 29,500,000	PBF FY23	\$10,250,000
5% Contingency	\$ 1,500,000	General Account	\$ 0
F F & E (20%)	\$ 6,000,000	Agency Funds	\$ 16,000,000
Other	\$ 0	Federal Funds	\$ 0
Total	\$ 40,000 ,000	Other	\$ <u>0</u>
		Total	\$ 40,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION  
(New Buildings, Additions or Major Renovations)**

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Campus Deferred Maintenance – Frazier Hall, Etc.

CONTACT PERSON: Glen Nelson, Ph.D

TELEPHONE: 208-282-4114

**PROJECT JUSTIFICATION:**

**(A) Concisely describe what the project is.**

The Bilyeu Theatre in Frazier Hall is the only proscenium space for theatrical performances on the ISU campus and an essential resource for the Department of Theatre and Dance. Community groups (e.g., dance studios) also rely on renting this space for public performances, providing ISU revenue and serving as important community outreach. The space is sorely limited for two reasons: (1) The basement level below the performance area is unusable and potentially dangerous. It was designed to provide functional areas (dressing/changing, makeup, costume/prop storage, etc.) essential for any real performance experience. (2) The auditorium has numerous features seriously needing renovation. The stage rigging is antiquated and unsafe. The fly rail arbors lack structure tying it to the building itself. These arbors are tracked using wires making the flying of counterweights dangerous, as the arbors can swing sideways. Its location on the left side of the stage creates problems for anyone using the space that needs to fit a company of people off stage. Currently the theatre doesn't have a load rail which makes loading scenery extremely dangerous. This would be a must in a fly rail renovation. Lastly, the theater currently has an antiquated hemp system on the right side of the stage on the second and third levels. This system is old and almost never used.

Dressing and green room areas located beneath the stage in the Frazier Hall basement need complete restoration. This work extends to a complete gut-and-replacement of floor, sub flooring, ceilings, walls, finishes, air circulation, electrical systems, and restrooms. Remodeling and updating of the dressing areas is intended to allow for men's and women's separate areas, upgrade of makeup rooms, ADA restrooms, laundry rooms, and hallways. Areas that are not accessible or sized improperly for the number of persons using the facilities will be upgraded accordingly; this project will address building code requirements. Traffic flow needs to be improved. An additional shower and ADA restroom is needed.

The existing public spaces of the Bilyeu Theater have received a wonderful and needed upgrade and now it is time to bring the under stage areas up to code. There is no back stage to the theater so that the basement areas receive a lot of use. This renovation includes major upgrades to mechanical, electrical plumbing, and egress systems so that this historic venue may continue to be used.

The project will also include other Pocatello campus infrastructure upgrades in public areas where major refreshes and improvements are needed due to obsolete facilities and finishes.

**(B) What is the existing program and how will it be improved?**

Frazier Hall and the Bilyeu Theater are used by the ISU Theater, Music and Dance programs as well as outside groups such as the annual Nutcracker Ballet performance each December.

Also to be housed in this building are the College of Arts and Letters Dean's Suite of offices with a project funded in FY2018. The departments of communication, media, & persuasion, are also located in the building.

This project will make dramatic improvements to mitigate health and safety deficiencies in the current space and bring it into code compliance.

**(C) What will be the impact on your operating budget?**

This project does not add square feet or functional space but will address safety concerns and install more easily maintained materials and facilities, equipment and lighting upgrades.

The operating budget remain steady or see a slight reduction in expenses.

**(D) What are the consequences if this project is not funded?**

Unsafe conditions will continue and egress systems and spaces that are not up to code.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

<b>ESTIMATED BUDGET:</b>		<b>FUNDING:</b>	
Land	\$ 0	PBF	\$ 5,000,000
A/E fees	\$ 700,000	General Account	\$ 0
Construction	\$ 8,800,000	Agency Funds	\$ 5,000,000
5% Contingency	\$ 500,000	Federal Funds	\$ 0
F F & E	\$ 0	Other	\$ 0
Other	\$ 0		
Total	\$ 10,000,000	Total	\$ 10,000,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: CTE Building Completion

CONTACT PERSON: Todd J. Kilburn

TELEPHONE: (208) 792-2240

**PROJECT JUSTIFICATION:**

- (A) Concisely describe what the project is.

Lewis-Clark State College worked diligently to manage the \$20M budget for its CTE building but steel costs and changes in the market caused the bids to build to be approximately \$3.5M higher than anticipated. After additional value-engineering, LCSC was able to reduce some of the costs, and is requesting an additional \$2.5M to build the building that will meet the needs of the community. The paragraph below was the original summary.

Lewis Clark State College wishes to expand its CTE programs in response to regional industry demands to provide a trained labor force. This opportunity is being presented as a joint effort with the Lewiston School District as they initiate construction of a new high school and Career Technical Education Center that will be adjacent to property owned by LCSC and the City of Lewiston on Warner Avenue in the Lewiston Orchards. The project will be owned and operated separately from the high school but will collaborate with the high school in providing technical education for high school students, as well as the post-secondary population within the region. LCSC wishes to provide a modern building that will house all of its Technical & Industrial (T&I) CTE programs with room for expansion and the flexibility to adjust training programs directed at the regional employers' needs.

- (B) What is the existing program and how will it be improved?

Many of the programs have waiting lists and all of the programs are in demand from local industrial companies. Current T&I buildings on the Normal Hill campus cannot accommodate these increases. The proposed new building will provide the needed lab, classroom and office space required to meet anticipated demand. In addition, the building configuration will provide room for expansion and growth as a Career Technical Education Center.

- (C) What will be the impact on your operating budget? N/A

- (D) What are the consequences if this project is not funded? LCSC would either have to significantly reduce programming or spend further into its reserves.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

<b>ESTIMATED BUDGET:</b>		<b>FUNDING:</b>	
Land	\$	PBF	\$ 2,500,000
A/E fees		General Account	
Construction	\$2,500,000 additional	Agency Funds	
5% Contingency		Federal Funds	
F F & E		Other	
Other			
Total	\$2,500,000	Total	\$ 2,500,000

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Mechanical Technical Building Repurpose

CONTACT PERSON: Todd Kilburn

TELEPHONE: (208) 792-2240

**PROJECT JUSTIFICATION:**

- (A) Concisely describe what the project is.  
 Lewis-Clark State College requests funding to repurposes the Mechanical Technical Building (hereafter "MTB") to accommodate changes in space needs following the completion of the new Career Technical Education Center, which is scheduled for completion in mid-2020. Expansion of the programs that will remain in MTB will also be possible once programs such as auto mechanics are moved to the new facility. Based on \$220/sq. ft., and a building size of 59,143, LCSC estimates the total cost of repurposing at \$11,830,000.
- (B) What is the existing program and how will it be improved?  
 With programs such as auto mechanics, information technology, HVAC, CNC machining, and others vacating MTB, this gives LCSC the opportunity to develop this space for future programmatic needs, particularly new general classroom space to meet the needs of the entire campus.
- (C) What will be the impact on your operating budget?  
 There would be no consequential additional expense, but it is projected that repurposing of space would allow for greater opportunities to expand current programming, as well as allowing for newer and more efficient classrooms. LCSC would utilize this space to expand current programming and/or offer new programs designed to meet regional/industry needs and increase enrollment.
- (D) What are the consequences if this project is not funded?  
 Automotive repair bays, for example would remain for a program that has been relocated and are not easily utilized for other programs. If the project is not funded, LC would be unable to adequately expand other programs.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 11,600,000
A/E fees	\$ 1,425,000	General Account	
Construction	\$ 9,500,000	Agency Funds	\$ 230,000
5% Contingency	\$ 475,000	Federal Funds	
F F & E	\$ 430,000	Other	
Other			
Total	\$ 11,830,000	Total	\$ 11,830,000

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Wittman Complex Repurpose/Expansion of Diesel Program

CONTACT PERSON: Todd J. Kilburn

TELEPHONE: (208) 792-2240

**PROJECT JUSTIFICATION:**

- (A) Concisely describe what the project is.  
 With the completion of the new CTE building, the diesel program will have opportunity for growth in its current space. Although LCSC envisions this would bet happen via a remodel of the entire MTB Building, in the event that the building remodel is not funded, LCSC would request finding for the expansion of just one of the programs Diesel Technology. Based on a square footage of 26,512 at \$200 sq ft, LCSC estimates the cost of this project to be \$5,300,000
- (B) What is the existing program and how will it be improved?  
 LCSC's new CTE building will not be able to accommodate the diesel technology program in its new building. However, the College can create more space in its existing structure for such an expansion. This would allow us to accommodate more students, potentially doubling the size of the program and better utilizing the space The Diesel Technology program typically operates with an admissions waiting list due to space constraints.
- (B) What will be the impact on your operating budget?  
 The College would anticipate increased revenues with programming expansion.
- (C) What are the consequences if this project is not funded?  
 We will have space that is difficult to repurpose and a Diesel Technology program without the capacity for expansion.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

<b>ESTIMATED BUDGET:</b>		<b>FUNDING:</b>	
Land	\$ 0	PBF	\$ <u>5,300,000</u>
A/E fees	\$ 600,000	General Account	
Construction	\$4,000,000	Agency Funds	
5% Contingency	\$ 200,000	Federal Funds	
F F & E	\$ <u>500,000</u>	Other	
Other			
Total	\$ <u>1,500,000</u>	Total	\$ <u>5,300,000</u>

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 4

PROJECT DESCRIPTION/LOCATION: Tri-Partnership Phase 2 –Vollmer Bowl/Sweeney Track

CONTACT PERSON: Todd J. Kilburn

TELEPHONE: (208) 792-2240

**PROJECT JUSTIFICATION:**

- (A) Concisely describe what the project is.  
 Lewis-Clark State College has been engaged with the City of Lewiston and the Lewiston School District on a second phase of our tri-partnership agreement. Renovation and upgrade of Vollmer Bowl and Sweeney Track, currently owned by the Lewiston School District, would support physical education activity class expansion, as well as increased opportunities to accommodate club and intramural sport play. Additionally, LCSC's Title IX plan includes expansion of track and field capacities (currently LCSC does not have a track and field facility, sharing use of Vollmer Bowl/Sweeney Track with the School District and City); and the addition of women's soccer (LCSC does not have property with field space to accommodate a collegiate soccer pitch). The Vollmer Bowl/Sweeney Track facility is within walking distance of campus, making its proximity ideal to accommodate the described academic and athletic program needs. This project would allow upgrades to the facilities to allow combined academic and collegiate athletic use (at present the facility does not meet collegiate soccer pitch competition standards). In exchange for these upgrades, and continued partnership use by the City and School District, LCSC would ultimately acquire the property at minimal cost once the School District's High School facilities are fully operational. It is anticipated that this would take place within a 3-5 year window of time.
- (B) What is the existing program and how will it be improved?  
 LCSC has limited multi-field access. Student interest in intramurals, club sports and additions associated with expanding women's sports opportunities in track and field and soccer (i.e., Title IX compliance) are constrained by current facilities; as are our abilities to offer high-demand physical education activity classes. This would allow the college to offer expanded physical education/student club and athletics programming.

The alternative is to continue shortchanging student physical education/club intramural sport opportunities, and fall short of needed women's sport opportunity expansion (i.e., the most proactive way to move forward in terms of Title IX compliance). Limiting and/or cutting opportunities would have a negative impact on enrollment, retention and institutional finances.

(B) What will be the impact on your operating budget?


This acquisition down-the-road would require occupancy costs to manage the space. However, operating costs would be somewhat ameliorated by the opportunity to own facilities for Track and Field events.

(C) What are the consequences if this project is not funded?

There is not a good alternative in terms of proximity space to accommodate these needs in terms of acquiring a separate plot of land and develop it. This option minimizes cost, time and energy, and reinforces the already successful tri-partnership relationship with the City and School District (shared facility use would continue with this project).

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:			FUNDING:	
Land	\$	0	PBF	\$1,176,000
A/E fees	\$	50,000	General Account	
Construction	\$	1,040,000	Agency Funds	
5% Contingency	\$	56,000	Federal Funds	
F F & E			Other	
Other (certification)		<u>\$ 30,000</u>		
Total	\$	<u>\$1,176,000</u>	Total	\$ <u>1,176,000</u>

Agency Head Signature: 

Date: 7-29-19



**CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION**  
(New Buildings, Additions or Major Renovations)

AGENCY: College of Eastern Idaho

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Planning and Design of New Career and Technical Education Building on College of Eastern Idaho Campus in Idaho Falls, ID.

CONTACT PERSON: Byron Miles, VPFA

TELEPHONE: (208) 535-5387

**PROJECT JUSTIFICATION:**

(A) Concisely describe what the project is.

This request is to provide ½ of the total estimated cost for planning and design of a new Career and Technical Building for the College of Eastern Idaho. The total estimated cost for Planning and Design is estimated to be \$2,400,000. The College is applying for an EDA grant for ½ of the cost or \$1,200,000 and requesting the other half as matching funds through this request. *See additional details attached. This will be an 80-100,000 SF building costing from \$24-30,000,000.*

(B) What is the existing program and how will it be improved? This is a new Building

(C) What will be the impact on your operating budget?

Receiving this funding will not directly impact our operating budget as these funds will be earmarked for this specific project. As this project moves forward and especially upon completion of the building, there will be an impact on the operating budget through increased occupancy costs and FF&E costs.

(D) What are the consequences if this project is not funded?

None funding of this request will result in either canceling the project or at least spending additional time and resources to identify other funding sources.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

**ESTIMATED BUDGET:**

Land	\$ <u>0</u>
A/E fees	<u>2,400,000</u>
Construction	
5% Contingency	
FF & E	
Other	
Total	\$ <u>2,400,000</u>

**FUNDING:**

PBF	\$ 1,200,000
General Account	
Agency Funds	
Federal Funds	
Other	<u>1,200,000</u>
Total	\$ <u>2,400,000</u>

Agency Head Signature: Byron S. Miles, VP Finance & Admin Date: 7/25/2019

**SET A**  
**PROJECT APPROVAL FORM**

**Project Title:** Planning and Design of a Career and Technical Education Building on CEI's Campus

**Institution/Agency:** CEI

**Fiscal Year:** FY 21

**Estimated Total Cost:** \$ 1,200,000

**Budget Year Request:** \$ 1,200,000

**Planning and Design of a Career and Technical Education Building on CEI's Campus**

CEI is pursuing the construction of an additional academic building on the existing CEI campus that will support the extended mission of academic transfer of students into university bachelors, workforce training for regional employers, and STEM emphasis in partnership with area high schools. CEI is the only community college in Idaho that does not have this type of facility aimed at career technical education, Applied Baccalaureate and AA/AS enhanced studies. To begin development, CEI is requesting \$1.2 million from the Department of Public Works to be used for planning and design. The total anticipated cost for planning and design is \$2.4 million. CEI is in the process of completing an application to the Economic Development Administration (EDA) in the amount of \$1.2 million. The funds from DPW would provide the match for the EDA grant.

Initial research suggests that Future Tech should be an 80,000-100,000 sq. ft. building. The estimated cost at \$300 per square foot is \$24-30 million. CEI does not have a building capable of serving the future demands and needs of the highly sophisticated energy, sustainable design, and technology jobs of today and tomorrow. Future Tech would also be a LEED certified building capable to be used as a learning laboratory with ample and flexible space.

**DESIGN/PLANNING FUNDING Budget \$2.4 million:**

**Flad Architects Support:** Flad is working with their Education Construction Team to establish best practices in innovative energy, environment and technology space for students. They will also consider LEED best practices to produce a preliminary rendering of Future Tech. In addition, Flad is helping to design collateral to present to potential donors. This work is being done pro bono.

**Application to EDA (Economic Development Administration)** Seattle, Washington  
Amount: \$1.2 million. CEI has hired ECIPDA to assist with the preliminary application to EDA (proposal stage) to be submitted by September. With approval from EDA a full application will be submitted by November. The goal is to receive final approval in early 2020.

**CONSTRUCTION FUNDING:**

CEI will be pursuing multiple sources to secure the \$24-30 million necessary to complete Future Tech:

- Foundations
- Industry Partners
- State Funding
- Private Donors
- EDA (Equipment)

**Set A**  
**Project Approval Form**

Project Approval: \_\_\_\_\_ Institution/Agency: CEI

Funding

State (Fy 21)	\$ 1,200,000
Federal	\$ 0
Other (list)	\$ 0

Estimated Budget

Land Acquisition	N/A
Construction	\$ 900,000
A/E Fees	\$ 45,000
A/E Reimbursable	\$
Plan Check Fees	\$ 0
Advertising	\$ 300
Furnishings	\$ 0
Project Contingency	\$ 45,000
Contingency (5%)	\$ 45,000

Agency Head Signature: Byron S. Miles, Vice President, Finance & Admin.

Date: 7/25/19

**CAPITAL BUDGET REQUEST  
FY 2021  
CAPITAL IMPROVEMENT PROJECT DESCRIPTION  
(New Buildings, Additions or Major Renovations)**

AGENCY: College of Southern Idaho

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Canyon Building Remodel – Phase 2

CONTACT PERSON: Jeff Harmon

TELEPHONE: 208-732-6210

**PROJECT JUSTIFICATION:**

- (A) This project consists of remodeling existing spaces in order to improve and expand instructional programs. The remodel will also allow us to fix and replace aging electrical and mechanical systems. This should reduce long term energy costs and maintenance costs.

The Canyon Building was originally constructed over 40 years ago. The portion of the building included in this project was designed as administration space. It was repurposed into instructional space using limited resources that were available at the time. The space has served its purpose but a more extensive overhaul will multiply the functionality of the space.

This request is the second phase of a two-phase project. CSI was awarded \$829,000 in FY 2019 and CSI is contributing a \$605,800 match to complete Phase 1. Phase 1 included completing an overall conceptual design for both Phase 1 and 2. Phase 1 is approximately 10,000sf and Phase 2 is approximately 15,000sf. The scope of work includes interior improvements such as interior walls, interior doors, electrical work, LED lighting, I.T. network infrastructure, fire alarm, HVAC, ceiling grid and tile, and flooring.

CSI is requesting PBF funding with an agency match. We are requesting \$2,289,000 from PBF and CSI will match \$1,000,000.

- (B) This space houses many programs including Information Technology Education, Digital Media, Business, Languages, and others. Remodeling will make more efficient use of the existing area and create an instructional environment more in line with modern instructional standards and practices. Instructional capacities have been limited in part due to the existing electrical and HVAC systems. Some examples are: The electrical system is insufficient to add demonstration equipment and computers. The HVAC system is insufficient for cooling servers, switches, and other network equipment. This renovation will improve current instructional programs as well as create space and electrical capacity to accommodate planned future academic programs.



- (C) There will be no anticipated increase to our operating budget. There is a high probability of realizing energy savings. This project would qualify for Idaho Power Energy Efficiency Incentive rebates.
- (D) Failure to fund this project hinders our ability to provide the most effective learning environment for the maximum number of students. Additionally, funding this project is becoming more urgent because the HVAC and electrical infrastructure is aging. Failure to complete this project now will result in increased maintenance costs in the future.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 2,289,000
A/E fees	\$ 212,000	General Account	
Construction	\$ 2,650,000	Agency Funds	\$1,000,000
5% Contingency	\$ 132,500	Federal Funds	
F F & E		Other	
Other	\$ 294,500		
Total	\$ 3,289,000	Total	\$ 3,289,000

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY and  
UNIVERSITY OF IDAHO**

**SUBJECT**

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1; Objective D: Quality Education.

**BACKGROUND/DISCUSSION**

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The highest possible score for a team is 1000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

**Calculation of the APR.** A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer financial aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Squads can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years, dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**Eligibility and Retention Rates.** A squad's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A squad's retention rate is calculated similarly using retention points earned and retention points possible.

**IMPACT**

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark.

Each institution has provided two formats for the APR reports. Both reports show the single and multiyear APR scores. The first report shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision, Football Championship Subdivision, and finally Division I (non-football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

**Multiyear Rate Upper Confidence Boundary.** A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR has to be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

**ATTACHMENTS**

- |              |  |
|--------------|--|
| Attachment 1 | Boise State University APR Summary                               |
| Attachment 2 | Boise State University APR Report by Subgroups                   |
| Attachment 3 | Boise State University APR Report with Eligibility and Retention |
| Attachment 4 | Idaho State University APR Summary                               |
| Attachment 5 | Idaho State University APR Report by Subgroups                   |
| Attachment 6 | Idaho State University APR Report with Eligibility and Retention |
| Attachment 7 | University of Idaho APR Summary                                  |
| Attachment 8 | University of Idaho APR Report by Subgroups                      |
| Attachment 9 | University of Idaho APR Report with Eligibility and Retention    |

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

Overall, each of the three NCAA member institutions is making marked progress in APR scores. After any adjustments granted by the NCAA, all teams at all three of the universities have met the four-year 930 APR benchmark. The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as grade point averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and senior university leadership in support of the Board's academic goals.

**BOARD ACTION**

This item is for informational purposes only.



**Boise State University  
Spring 2019 NCAA Academic Progress Rate (APR) Report Summary**

Boise State Athletics tied its department record this past year with six programs being recognized by the NCAA with Public Recognition Awards. Beach volleyball, men's golf, women's golf, gymnastics and women's tennis each posted perfect multi-year scores of 1,000, while the men's track & field team recorded a 997 - each finishing in the top 10 percent nationally among their respective sports. Buoyed by these six awards, a total that also tied the Mountain West record, the department established a multi-year record score of 989.

In addition to the six programs that received Public Recognition Awards, the women's basketball team, which captured both the regular season and tournament Mountain West Championships this past season, established a record multi-year score of 996.

Nine programs recorded perfect single-year scores - beach volleyball, men's basketball, women's basketball, men's golf, women's golf, gymnastics, soccer, men's tennis and women's tennis. The department's single-year score of 991 tied the school record, a mark that has been achieved in three of the last four releases of the APR.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 2**

Institution: Boise State University

Date of Report: 05/06/2019

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2014-15, 2015-16, 2016-17 and 2017-18 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an \* symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2017 - 2018 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Men's</b>										
Men's Basketball (351)	985	1,000	80th-90th	40th-50th	967	963	973	969	963	968
Men's Cross Country (315)	991	970	50th-60th	60th-70th	982	978	989	986	977	982
Football (253)	979	990	70th-80th	30th-40th	964	962	971	968	961	NA
Men's Golf (297)	1,000	1,000	90th-100th	80th-90th	985	983	989	988	982	986
Men's Tennis (253)	945	1,000	1st-10th	1st-10th	983	981	987	984	984	982

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 2**

Institution: Boise State University

Date of Report: 05/06/2019

Sport (N)	Multiyear APR	2017 - 2018 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Track (286)	997	979	90th-100th	70th-80th	973	968	983	974	969	977
<b>By Sport - Women's</b>										
Women's Basketball (349)	996	1,000	80th-90th	70th-80th	982	979	988	983	980	983
Women's Cross Country (348)	991	990	40th-50th	60th-70th	989	987	992	992	984	990
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	991	991	992	994	987	992
Women's Gymnastics (60)	1,000	1,000	90th-100th	80th-90th	993	994	993	993	994	997
Softball (295)	983	989	30th-40th	40th-50th	986	984	990	987	984	986
Women's Soccer (333)	993	1,000	50th-60th	60th-70th	989	987	993	991	986	989
Women's Beach Volleyball (44)	1,000	*	90th-100th	80th-90th	991	992	990	992	985	993
Women's Swimming and Diving (194)	995	982	50th-60th	70th-80th	993	992	993	993	994	992

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

ATTACHMENT 2

Institution: Boise State University

Date of Report: 05/06/2019

Sport (N)	Multiyear APR	2017 - 2018 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Tennis (314)	1,000	1,000	90th-100th	80th-90th	990	989	991	991	989	989
Women's Track (338)	983	992	30th-40th	40th-50th	983	980	989	985	978	986
Women's Volleyball (333)	990	978	40th-50th	50th-60th	987	986	991	991	985	986
By Sport - Co-Ed										

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 3**

Institution: Boise State University

Date of Report: 07/31/2019

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2014-15, 2015-16, 2016-17 and 2017-18 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2017 - 2018 (N)	Multiyear Rate	2017 - 2018	Multiyear Rate	2017 - 2018
Men's Basketball	985 (51)	N/A	1,000 (13)	980	1,000	979	1,000
Men's Cross Country	991 (56)	N/A	970 (17)	981	970	972	970
Football	979 (358)	N/A	990 (88)	986	1,000	961	974
Men's Golf	1,000 (43)	N/A	1,000 (10)	1,000	1,000	1,000	1,000
Men's Tennis	938 (36)	N/A	964 (8)	923	1,000	921	857
Men's Track	997 (82)	N/A	979 (25)	987	979	981	979
Women's Basketball	996 (60)	N/A	1,000 (15)	1,000	1,000	991	1,000
Women's Cross Country	991 (88)	N/A	990 (27)	988	981	994	1,000
Women's Golf	1,000 (34)	N/A	1,000 (8)	1,000	1,000	1,000	1,000
Women's Gymnastics	1,000 (50)	N/A	1,000 (12)	1,000	1,000	1,000	1,000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 3**

Institution: Boise State University

Date of Report: 07/31/2019

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2017 - 2018 (N)	Multiyear Rate	2017 - 2018	Multiyear Rate	2017 - 2018
Women's Softball	981 (93)	N/A	989 (22)	978	977	978	1,000
Women's Soccer	993 (111)	N/A	1,000 (28)	991	1,000	986	1,000
Women's Beach Volleyball	1,000 (7)	1,000	1,000 (1) *	1,000*	1,000*	1,000*	1,000*
Women's Swimming	995 (110)	N/A	982 (28)	995	982	995	982
Women's Tennis	1,000 (36)	N/A	1,000 (9)	1,000	1,000	1,000	1,000
Women's Track	983 (119)	N/A	992 (31)	983	984	982	1,000
Women's Volleyball	990 (55)	N/A	978 (13)	1,000	1,000	979	955

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

Idaho State University  
Spring 2019 APR Summary Report

The 2017-18 one year score for the Idaho State Department of Athletics was 974. The one year Eligibility Score for the department was 975, and the one year Retention Score was 974.

- 5 of ISU's 13 teams scored a perfect 1000
  - Men's Cross Country had a single year score of 1000. This is the eighth time that Men's Cross Country has had a single year score of 1000.
  - Women's Basketball had a single year score of 1000. This is the third time that Women's Basketball has had a single year score of 1000.
  - Women's Cross Country had a single year score of 1000. This is the eighth time that Cross Country has had a single year score of 1000.
  - Women's Golf achieved a single year score of 1000 for the second year in a row. This is the 10<sup>th</sup> time in the 14 year history of APR that Women's Golf has achieved a single year score of 1000. It is also the eighth time in the last nine years.
  - Women's Tennis had a single year score of 1000. This is the eighth time that Women's Tennis has had a single year score of 1000. This is the fifth time in the past six years. This will make their multiyear score a perfect 1000 for the third year in a row. They were a perfect 1000 in the one year retention score for the sixth year in a row. They will receive public recognition from the NCAA for this score.
- The Men's Basketball one year score has increased for the second year in a row (960, 898, 958, and 980). Highest APR since 2013-14
- Football's 974 single year score is the highest in program history without any bonus points. The highest was 976 in 2011-12 with six bonus points.

The 2017-18 multiyear score for the whole department was 974. The multiyear Retention Score was 973 and multiyear Eligibility Score was 974.

- Women's Basketball tied their record multiyear score with a 991 for the third year in a row. They also tied their high marks for four year Retention (982) and Eligibility (1000).
- Men's Cross country tied their highest overall multiyear score for the second year in a row (992). Additionally, Men's Cross Country achieved their highest multiyear eligibility score (1000) for the second year in a row.
- Women's Soccer's achieved their second highest four year score ever (986). This is down just 2 points from last year's record score of 988. Additionally, they achieved the highest 4 year retention score in their history at 977.
- Women's Tennis achieved a perfect 4 year score of 1000 for the third time in the history of the APR (2010-14, 2012-16, 2013-17). They also tied their highest four year Retention score of 1000 (2012-16).

Idaho State University  
Spring 2019 APR Summary Report

- Women's Track achieved their second highest multiyear score with a 986 (record is 987 for the 2012-16 years). Women's Track also achieved their highest four year eligibility score of 988. This is the third year in a row they have set a record for multiyear eligibility.
- Women's Cross country achieved their third highest multiyear score with a 996.
- Softball dropped in their multiyear score for the third year in a row (986, 985, 977, and 887). This was their third lowest single year score in program history.
- The Men's Basketball multiyear score dropped for the third year in a row despite having their one year score increase. (973, 959, 950, 949). This was due to losing the one year score from 2013-14 of a 981.

Summary

- Three team's single year scores improved from the year before (Men's Basketball, Football, Women's Basketball)
  - Four teams (Men's Cross Country, Women's Golf, Women's Cross Country, and Women's Tennis) had the same single year score, a perfect 1000, as they did in the 2016-17 school year.
- Six teams saw a decrease in their single year scores (Women's Softball, Men's Tennis, Men's Track, Women's Soccer, Women's Track, and Women's Volleyball)
- Four teams improved their multiyear score from the previous year. (Football, Women's Cross Country, Women's Golf, Women's Track)
- For team's multiyear scores stayed the same:
  - Men's Cross Country (992)
  - Women's Basketball (991)
  - Women's Soccer (986)
  - Women's Tennis (1000)
- Five team's multiyear scores decreased from the previous year (Men's Basketball, Men's Tennis, Men's Track, Women's Softball, Women's Volleyball)



# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 5**

Institution: Idaho State University

Date of Report: 05/06/2019

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2014-15, 2015-16, 2016-17 and 2017-18 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an \* symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2017-2018 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Men's</b>										
Men's Basketball (351)	949	980	20th-30th	1st-10th	967	963	973	969	963	968
Men's Cross Country (315)	992	1,000	60th-70th	60th-70th	982	978	989	986	977	982
Football (253)	967	974	50th-60th	10th-20th	964	962	971	968	961	NA
Men's Tennis (253)	983	929	40th-50th	40th-50th	983	981	987	984	984	982
Men's Track (286)	976	974	40th-50th	20th-30th	973	968	983	974	969	977

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 5**

Institution: Idaho State University

Date of Report: 05/06/2019

Sport (N)	Multiyear APR	2017-2018 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Women's</b>										
Women's Basketball (349)	991	1,000	60th-70th	60th-70th	982	979	988	983	980	983
Women's Cross Country (348)	996	1,000	60th-70th	70th-80th	989	987	992	992	984	990
Women's Golf (267)	986	1,000	20th-30th	40th-50th	991	991	992	994	987	992
Softball (295)	947	887	1st-10th	1st-10th	986	984	990	987	984	986
Women's Soccer (333)	986	978	20th-30th	40th-50th	989	987	993	991	986	989
Women's Tennis (314)	1,000	1,000	90th-100th	80th-90th	990	989	991	991	989	989
Women's Track (338)	986	992	40th-50th	40th-50th	983	980	989	985	978	986
Women's Volleyball (333)	989	952	40th-50th	50th-60th	987	986	991	991	985	986
<b>By Sport - Co-Ed</b>										

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 6**

Institution: Idaho State University

Date of Report: 05/22/2019

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2014-15, 2015-16, 2016-17 and 2017-18 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2017 - 2018 (N)	Multiyear Rate	2017 - 2018	Multiyear Rate	2017 - 2018
Men's Basketball	949 (53)	N/A	980 (13)	961	1,000	938	960
Men's Cross Country	992 (31)	N/A	1,000 (7)	1,000	1,000	967	1,000
Football	967 (302)	N/A	974 (74)	961	978	961	970
Men's Tennis	983 (32)	N/A	929 (7)	983	929	982	929
Men's Track	976 (96)	N/A	974 (21)	957	950	984	1,000
Women's Basketball	991 (58)	N/A	1,000 (14)	1,000	1,000	981	1,000
Women's Cross Country	996 (72)	N/A	1,000 (16)	993	1,000	1,000	1,000
Women's Golf	986 (36)	N/A	1,000 (10)	971	1,000	1,000	1,000
Women's Softball	947 (65)	N/A	887 (16)	952	871	926	903
Women's Soccer	986 (98)	N/A	978 (25)	984	979	983	978

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 6**

Institution: Idaho State University

Date of Report: 05/22/2019

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2017 - 2018 (N)	Multiyear Rate	2017 - 2018	Multiyear Rate	2017 - 2018
Women's Tennis	1,000 (35)	N/A	1,000 (8)	985	1,000	1,000	1,000
Women's Track	986 (128)	N/A	992 (30)	988	1,000	983	983
Women's Volleyball	989 (50)	N/A	952 (12)	989	952	989	952

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

## University Of Idaho Spring 2019 Academic Progress Rate (APR) Report Summary

Division I Academic Progress Rate (APR) was implemented in 2003 as part of an ambitious academic reform effort in Division I, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete for each academic term. Teams must earn a four-year average APR of 930 to compete in championships.

The University of Idaho sponsors sixteen NCAA sports. Academic Progress rate is calculated in fourteen sports due to Men's Indoor and Outdoor Track being counted as one APR score as well as Women's Indoor and Outdoor Track being counted as one APR score. Currently, all teams maintain a 4-year average of at least 962 or higher. In 2017-18 academic year, eleven out of fourteen sports posted a perfect 1000 single year score, which is the highest so far for UI sport programs.

Overall, the multiyear APR scores have reached an all-time high for the entire department similarly as the single year APR scores. Idaho's average multiyear APR score, by sport, is 984.5, an increase of 4.5 points from the prior year's average of 980. Idaho's average single year APR score is 988.71. Football is ranked 4<sup>th</sup> out of 10 for multi-year APR when compared to the other Big Sky Football programs.

None of our sport programs are below the benchmark 930 multiyear rate to be ineligible for post-season competition. We saw a single year score increase in eleven sports overall with football continuing to keep steady academic progress for the fifth year in a row, maintain at least 960 APR score or higher.

### APR Public Recognition Awards

The NCAA annually honors teams earning multiyear Academic Progress Rates in the top 10 percent of all squads in each sport. During the 2017-18 APR cycle, two University of Idaho programs were publicly recognized in the top 10 percent nationally for their academic achievement:

Women's Cross Country	University of Idaho	ID	2017-2018
Women's Golf	University of Idaho	ID	2017-2018

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 8**

Institution: University of Idaho

Date of Report: 05/06/2019

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2014-15, 2015-16, 2016-17 and 2017-18 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an \* symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2017 - 2018 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
<b>By Sport - Men's</b>										
Men's Basketball (351)	962	920	40th-50th	10th-20th	967	963	973	969	963	968
Men's Cross Country (315)	979	1,000	30th-40th	30th-40th	982	978	989	986	977	982
Football (253)	963	964	40th-50th	10th-20th	964	962	971	968	961	NA
Men's Golf (297)	979	1,000	20th-30th	30th-40th	985	983	989	988	982	986
Men's Tennis (253)	959	958	1st-10th	10th-20th	983	981	987	984	984	982

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 8**

Institution: University of Idaho

Date of Report: 05/06/2019

Sport (N)	Multiyear APR	2017 - 2018 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Track (286)	990	1,000	80th-90th	50th-60th	973	968	983	974	969	977
<b>By Sport - Women's</b>										
Women's Basketball (349)	995	1,000	70th-80th	70th-80th	982	979	988	983	980	983
Women's Cross Country (348)	1,000	1,000	90th-100th	80th-90th	989	987	992	992	984	990
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	991	991	992	994	987	992
Women's Soccer (333)	992	1,000	50th-60th	60th-70th	989	987	993	991	986	989
Women's Swimming and Diving (194)	992	1,000	30th-40th	60th-70th	993	992	993	993	994	992
Women's Tennis (314)	984	1,000	20th-30th	40th-50th	990	989	991	991	989	989
Women's Track (338)	993	1,000	70th-80th	60th-70th	983	980	989	985	978	986
Women's Volleyball (333)	995	1,000	60th-70th	70th-80th	987	986	991	991	985	986
<b>By Sport - Co-Ed</b>										

<sup>1</sup> Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.

<sup>2</sup> The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>3</sup> Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>4</sup> Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>5</sup> The team's Level One penalty has been waived.

<sup>6</sup> The team's Level Two penalty has been waived.

<sup>8</sup> The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

<sup>9</sup> The team's Postseason ineligibility has been waived.

<sup>10</sup> The team's penalty waiver request is pending.

<sup>11</sup> Denotes that team's APR data is under review.

# NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

**ATTACHMENT 9**

Institution: University of Idaho

Date of Report: 06/11/2019

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2014-15, 2015-16, 2016-17 and 2017-18 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2017 - 2018 (N)	Multiyear Rate	2017 - 2018	Multiyear Rate	2017 - 2018
Men's Basketball	962 (54)	N/A	920 (13)	972	923	952	917
Men's Cross Country	979 (25)	994	1,000 (6)	957	1,000	979	1,000
Football	963 (357)	N/A	964 (95)	957	964	962	963
Men's Golf	979 (37)	N/A	1,000 (8)	986	1,000	971	1,000
Men's Tennis	959 (35)	N/A	958 (6)	934	917	967	1,000
Men's Track	990 (80)	N/A	1,000 (20)	974	1,000	981	1,000
Women's Basketball	995 (57)	N/A	1,000 (14)	1,000	1,000	991	1,000
Women's Cross Country	1,000 (49)	N/A	1,000 (11)	1,000	1,000	1,000	1,000
Women's Golf	1,000 (29)	1,000	1,000 (7)	1,000	1,000	1,000	1,000
Women's Soccer	992 (102)	N/A	1,000 (26)	995	1,000	984	1,000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.



# ATTACHMENT 9

## NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 06/11/2019

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2017 - 2018 (N)	Multiyear Rate	2017 - 2018	Multiyear Rate	2017 - 2018
Women's Swimming	992 (124)	N/A	1,000 (30)	996	1,000	983	1,000
Women's Tennis	984 (33)	N/A	1,000 (7)	984	1,000	983	1,000
Women's Track	993 (107)	N/A	1,000 (26)	990	1,000	990	1,000
Women's Volleyball	995 (54)	N/A	1,000 (14)	979	1,000	978	1,000

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 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.

A subcommittee was appointed to oversee phase two of this initiative. The subcommittee consists of the following Board members: Andy Scoggin (chair), Dr. Linda Clark, Dr. David Hill, and Richard Westerberg

Huron Consulting was retained for the next phase of the project, which consisted of mapping out timelines, estimated costs, potential efficiencies, and establishing a governance structure for successful implementation of the recommendations. Huron presented the recommended governance structure to the subcommittee referenced above. This same governance structure was presented to the university and college presidents during the August President's Council meeting.

**IMPACT**

Approval of the governance structure in Attachment 1 would expand the decision-making authority for the systemness efforts to include two representatives from each institution (the president and the financial vice president). The proposed governance structure would also expand decision-making authority to the Executive Director and the Board Chief Financial Officer.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

The Systemness Program Committee will be tasked with evaluating the recommendations received from Huron. The Committee, as described by Huron, has six areas under their role and responsibility.

- *Implementation oversight and decision-making authority*
- *Affirm project plan and milestones*
- *Plan and recommend budget allocations and appropriations*
- *Develop high-level implementation guidelines and policies*
- *Charge institutions and other systemness governance bodies to take action*
- *Champion program across the four institutions*

**ATTACHMENTS**

Attachment 1 – Systemness Program Committee structure

**STAFF COMMENTS AND RECOMMENDATIONS**

The establishment of the Systemness Program Committee will provide program oversight and decision-making authority. The Program Committee will also provide for greater collaboration between the Board and the institutions and will also establish joint ownership of the systemness efforts with the Board and the institution presidents.

Staff recommends approval.

**BOARD ACTION**

I move to establish the Systemness Program Committee as presented in Attachment 1 with members including the presidents of Boise State University, the University of Idaho, Idaho State University, and Lewis-Clark State College, their respective vice presidents of finance, the Board executive director, the Board chief financial officer, and Board members as appointed annually by the Board President.

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

# SYSTEMNESS PROGRAM COMMITTEE

The Program Committee will include members of the State Board and the presidents of the four institutions. Respective institution CFOs will serve as Ex-officios.

## Systemness Program Committee



- Matt Freeman
- Carson Howell
- Linda Clark
- David Hill
- Andrew Scoggin
- Richard Westerberg



- Marlene Tromp  
(President)

*Ex-officio:*

- Mark Heil (Vice President & Chief Financial Officer)



- Scott Green  
(President)

*Ex-officio:*

- Brian Foisy  
(Vice President for Finance and Administration)



- Kevin Satterlee  
(President)

*Ex-officio:*

- Glen Nelson  
(Vice President for Finance and Business Affairs)



- Cynthia Pemberton  
(President)

*Ex-officio:*

- Todd Kilburn  
(Vice President for Finance & Administration)

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Online Course/Program and Pricing Strategies

**REFERENCE**

February 2019

Request for information on fees

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.R.3.a.x. and V.R.3.b.v.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment: Online courses and programs follow the same vetting and approval processes (including those of the State Board of Education) as all other courses and programs. Because these courses and programs are included in Boise State University's (BSU) regional and specialized accreditations, these courses are eligible for transfer to other institutions.

Goal 2: Educational Readiness: Online courses and programs are designed and delivered in ways to ensure the same rigor, quality and integrity people expect of all BSU offerings. Further, completing an online degree or certificate today prepares students to be lifelong learners tomorrow, when we can expect an ever-increasing share of learning opportunities to be online.

Goal 3: Educational Attainment: Online courses and programs are developed to provide enhanced educational access to Idahoans by utilizing an anytime/anywhere format. Because these online programs do not require Idahoans to relocate, leave their jobs, commute, or pay extensive child-care costs, online offerings are typically the most affordable option for adult learners looking to earn a degree or certificate.

Goal 4: Workforce Readiness: Priority is given to developing online programs in high-demand and high-need fields. Feedback from industry representatives informs the learning outcomes each online program's graduates are expected to fulfill.

**BACKGROUND/DISCUSSION**

BSU wants to address questions about how the institution prices online courses and programs. State Board members often ask about pricing when individual online programs come forward for approval. By providing a broader, more comprehensive view of BSU's online pricing strategy, the institution hopes to provide Board members with needed context for evaluating individual online program proposals. Members of the Business Affairs and Human Resources

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

(BAHR) committee received a similar presentation in April, and they stated it was helpful.

**IMPACT**

This item is for informational purposes only and accordingly does not have a direct financial impact.

**ATTACHMENTS**

Attachment 1 – Frequently Asked Questions: Pricing of Online Courses and Programs

**STAFF COMMENTS AND RECOMMENDATIONS**

At the February 2019 Regular Board Meeting, Board member Scoggin requested information from BSU on the criteria used to set the online fee for the proposed online, Bachelor of Arts in Public Relations program. Boise State University prepared the following presentation in response to Mr. Scoggin's questions and in an effort to educate the Board on BSU's online pricing strategies.

**BOARD ACTION**

This item is for informational purposes only.

## State Board of Education Frequently Asked Questions Pricing of Online Programs and Courses

### ***Is the price for online programs based solely on what the market can bear?***

No. The marketplace is only one of several factors that determine price. Boise State's price must be competitive in the online marketplace. It is very easy for students to comparison shop online programs. For Boise State University, affordability is one of our competitive strengths.

Another factor that determines pricing is the cost of delivering the program. Boise State's rule of thumb is that online programs need sufficient fee revenue to cover their costs over time. That is how Boise State University has been able to roll out over a dozen new online programs in the last few years without asking for any funding for this initiative from the State.

A third factor is the size of the program. Because of economies of scale, large programs (such as a BA in Public Relations) are generally able to charge a lower price than smaller programs (such as a Master of Genetic Counseling).

### ***Why aren't online programs less expensive than on-campus programs?***

Boise State's online undergraduate programs have prices that are similar to on-campus programs, and online graduate programs tend to be more expensive than on-campus programs. Why aren't online programs less expensive?

- For campus-based face-to-face programs, people generally understand the importance of student-faculty interaction, active learning strategies, strong advising, and student support services. These same qualities are equally if not more important in the online environment. Boise State's approach is high-tech/high-touch. Our online instructional models use small section sizes that ensure student to faculty ratios that facilitate substantive interaction between students and faculty. Our success coaches check in with students proactively, providing encouragement and holistic support. Considering that many online students are nontraditional, rural and/or first-generation students, this level of support is critical to success. But it's not inexpensive. It is, of course, possible to create inexpensive online programs by using very large class sizes, recorded lectures, and the like. However, students in courses using such a model are generally much less successful and therefore less likely to be retained and to graduate.
- There are significant costs to creating the infrastructure required for robust online programming – from hiring instructional designers, to providing professional development for faculty, to upgrading technology.
- Although online programs are not always priced lower, they are usually the most affordable option for students. This is because the people we are trying to reach

with online programs – those who are place-bound in rural areas or time-bound by career and family obligations – will not have to forfeit their jobs, to uproot their families, to spend hours commuting, or to pay thousands of dollars in child care to complete Boise State's online degrees.

***Why don't we charge nonresident tuition for out-of-state students?***

Nonresidents and the revenue they provide are important to the financial sustainability of Boise State's programs because they enable those programs to achieve efficiencies of scale. Charging nonresident tuition would have the effect of limiting our enrollment to only Idaho residents because prospective out-of-state students are just one click away from being able to enroll in online programs at Oregon State University, Arizona State University, Southern New Hampshire University, Western Governors University, etc. – none of which charge nonresident tuition.

In general, there is simply not a large enough critical mass of Idaho residents at any one time to make Boise State's online programs viable semester after semester. Boise State would be unable to sustain its array of robust academic programs in diverse fields like management, public relations, public health, genetic counseling, applied science, and imaging science if the programs were, because of competition with other institutions, only able to enroll Idaho residents

***Why is pricing for several undergraduate online programs (\$350 per credit) the same as pricing for part-time campus-based courses?***

The true cost of each of these programs is close to \$350 per credit. We work hard to get our undergraduate online programs to come in at the same rate so students can cross-enroll in these programs. For instance, a Multidisciplinary Studies student can benefit from taking courses from the Public Relations and Public Health programs. A Public Health student can benefit from taking courses from the Management program, and so on. With this in mind, striving for a consistent price makes sense for this particular set of undergraduate programs.

***Why do you charge an online fee on top of the course fee?***

For our fully online programs, there is no additional online fee. The costs of online education are "baked in."

For online courses that are taken by our campus-based students, the cost of online education is not baked in. Therefore, an online fee (\$30 per credit hour) is added to cover the cost of online delivery. This is a common practice across Idaho and the nation as institutions expand online delivery but struggle to identify funds to pay for it.



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Amending Bond Reimbursement Resolution for Meridian Parking Lot Project

**REFERENCE**

January 18, 2019

Idaho State Board of Education (Board) approved Idaho State University (ISU) acquiring property owned by West Ada School District, and authorized Idaho State University to proceed with the planning and design for a parking lot.

April 2019

Permission to construct Meridian Parking Lot and statement of intent to reimburse ISU through the issuance of debt.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F.1.  
Idaho State Board of Education Governing Policies & Procedures, Section V.F.4.g

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness, Objective B: Medical Education.

**BACKGROUND/DISCUSSION**

The Board previously approved purchasing and constructing a parking lot at the Sam and Aline Skaggs Health Science Center in Meridian. The property purchase authorized at the January 18, 2019 special Board meeting was completed on July 26, 2019.

At the April 2019 Board meeting, the Board approved 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 below; provided however any issuance of bonds will require additional Board approval, consistent with Board Policy V.F.

The impact statement in the April 18, 2019 request for reimbursement referred to the parking lot construction cost of \$2M and did not specifically identify the \$1.7M purchase price of the property. Federal Treasury regulations allow for reimbursement of the total project cost of \$3.7M.

**IMPACT**

This item will amend the Bond Counsel advised language changing the project cost from \$2M to \$3.7M. Bond counsel advised the language below is necessary.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

ISU may expend monies from its own internal funds for costs of the project as indicated above and in such event, may be reimbursed from the proceeds of any future tax-exempt bonds (the "Bonds") for any expenditure ("Expenditure") made on or after a date not more than 60 days prior to the date hereof. 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 issued for the project described above (the "Project") is not expected to exceed \$3.7M and the Bonds may also finance other University projects. ISU reasonably expects on the date hereof that it will reimburse the Expenditures with all or a portion of the proceeds of the Bonds. Further, that ISU will keep books and records of all expenditures and will make a reimbursement allocation, which is a written allocation that evidences ISU'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, the resolution evidences ISU'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 ISU for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations.

**STAFF COMMENTS AND RECOMMENDATIONS**

This agenda item is coming back to the Board since ISU was notified by Bond Counsel that they could include the purchase of the property in a future bond issuance. The motion that was approved by the Board at the April 2019 meeting, only allowed for reimbursement from future bond proceeds for the construction of the parking lot. ISU would like to include the land purchase in any future bond issuance. Any future bond issuance will require additional Board approval. This will not change the total cost of the project as ISU has already purchased the land.

Staff recommends approval.

**BOARD ACTION**

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 prior Board approval.

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Residence Halls Renovations

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

As Idaho State University (ISU) looks to its future, student success and retention remain the primary focus. Research has proven that students living on campus are more successful in and out of the classroom; are more likely to engage with faculty; are more likely to utilize campus resources, including the library; and have higher retention and graduation rates than students who live off campus. Students who are more engaged with campus activities, faculty, and campus communities have higher levels of academic success, and students living in the residence halls are more actively involved in these activities than those living off campus.

Students want and expect environments that provide safety and security; privacy, comfort, and convenience; affordability and value; spaces to support academic success and community engagement; and, of course, up-to-date technology. Students at ISU have a number of different on-campus living options including traditional residence halls, suites, and apartment style units. Traditional residence halls offer new students a key piece that supports their transition to university life through community building, academic support, and access to resources.

ISU's traditional residence style halls, Turner Hall (constructed in 1966) and the Dyer Hall, Nichols Hall, Owen Redfield Hall complex (constructed prior to 1960) were designed to build community through intentional living learning environments on-campus. However, those halls are not fully occupied due to the condition of the facilities. Unfortunately, there has been very little updating, refreshing and renovation to these halls and the current condition and amenities do not appeal to students and their families. The total capacity of these units is 556 students. The occupancy was 404 students in 2017, 361 students in 2018, and 413 students in 2019. There is a significant difference in the presentation and living environments between these units and those in the Rendezvous center, which was constructed in 2007. The occupancy rate of the Rendezvous units ranged annually from 95% to 98%.

ISU is seeking approval to invest \$5 million in upgrades to these older residence halls. The capital improvements will add air conditioning to the living units and common areas of Turner Hall. The bathrooms will be redesigned and updated in

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

the Dyer Hall, Nichols Hall, Owen Redfield Hall complex to offer more privacy. In addition, air conditioning will be added to the common areas of Dyer Hall, Nichols Hall, Owen Redfield Hall. Upgrades will also occur to the finishes in the common areas and entrances to all four residence halls.

**IMPACT**

Research has shown the condition and feel of residence halls has a significant impact on college choice. Creating a welcoming, safe and comfortable environment also leads to student success and retention beyond the freshman year.

ISU plans to include this capital expenditure in an infrastructure general obligation bond later this year. To cover the cost of the debt service, occupancy will need to increase by 100 students at the current room rate. This would increase the occupancy to 92%. The increased revenues associated with increased retention are not factored into the financial analysis.

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.K. requires that any construction project in excess of \$1 million must be approved by the Board. This project is listed in the six-year capital plan presented to the Board earlier this meeting.

Board Policy V.F. sets a limit on the debt to expense ratio of eight percent or less. ISU's current debt capacity ratio is 2.6 percent. ISU intends to include the debt for the residence halls renovations into a larger bond issuance that will come before the Board later this year. ISU anticipates the bond issuance to be approximately \$20 million, increasing the debt capacity ratio to 3.1 percent.

Board Policy V.F. requires that institutions seeking projects for which debt financing will be desired, must bring a request for debt financing approval to a Board meeting subsequent to the meeting at which project construction is approved. This item seeks approval of the construction.

Staff recommends approval.

**BOARD ACTION**

I move to approve the development of a housing refresh and renovation project by Idaho State University not to exceed \$5 million to renovate Turner Hall, Dyer Hall, Nicholas Hall, and the Owen Redfield Hall subject to future Board approval of the financing plan and bond issuance.

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Stephens Performing Art Center Refinancing

**REFERENCE**

November 1997	Idaho State Board of Education (Board) granted approval for ISU to construct the Performing Arts Center
April 2001	A Resolution was brought forth for the Idaho State University (ISU) Foundation to issue bonds on behalf ISU and the project to finance the acquisition and construction of the L. E. and Thelma Stephens Performing Arts Center Project and authorizing agreements for the lease, use and acquisition of the project.
May 1, 2001	Board leases land for the Stephens Performing Arts Center to the Foundation.
May 1, 2001	Board signs agreement for use of the Stephens Performing Arts Center by Idaho State University.
December 1, 2015	ISU Foundation retires debt with proceeds of a \$5M promissory note with Wells Fargo.
December 1, 2015	Foundation transfers Stephens Performing Arts Center to Board for Idaho State University and terminates the ground lease dated May 1, 2001.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well-Educated Citizenry. The corresponding Objective is: Objective D: Quality Education.

Goal 4: Effective and Efficient Educational System. The corresponding Objective is: Objective D: Advocacy and Communication.

**BACKGROUND/DISCUSSION**

The financing plan for the Stephens Performing Arts Center was built on charitable contributions and debt issuance by the ISU Foundation on behalf of ISU. The current balance on the debt held by the ISU Foundation is \$3.5M at 3.7%. The note is secured by the ISU Foundation assets and pledges specific to the project in the form of Charitable Remainder Trusts and other bequests. Some of these pledges have not yet matured.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

Unfortunately, the annual debt service payment by the ISU Foundation has created a severe obstacle for effective fundraising by ISU. The university has been required to use unrestricted Foundation assets to pay the debt service rather than use such funds to either increase scholarships or invest in the fundraising infrastructure and abilities of the University Advancement function.

Idaho State University received ownership of the Stephens Performing Arts Center and would like to retire the remaining ISU Foundation debt through refinancing with the issuance of a bond. There are also many pledges that are specifically designated to the Stephens Performing Arts Center debt. When those pledges mature, the ISU Foundation has already agreed to assign the remaining pledges specific to the Stephens Performing Arts Center to ISU to assist in the retirement of the bonds.

**IMPACT**

ISU plans to include this expenditure in an infrastructure general obligation bond later this year. The debt service of a new bond will increase the University's operating expenditure by approximately \$200K per year. At the same time, approximately \$650,000 of annual unrestricted Foundation funds will be made available to use in either new scholarships or investments in the fundraising infrastructure of the University. It is anticipated that such investment in the fundraising infrastructure could far outpace the debt service payments.

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.F. sets a limit on the debt to expense ratio of eight percent or less. ISU's current debt capacity ratio is 2.6 percent. ISU intends to roll financing for the Stephens Performing Arts Center into a larger bond issuance that will come before the Board later this year. ISU anticipates the bond issuance to be approximately \$20 million, increasing its debt capacity ratio to 3.1 percent.

The current balance on the Performing Arts Center debt is \$3.5 million. The value of the outstanding pledges that are designated for the Performing Arts Center is approximately \$3.6 million, meaning that as those pledges mature, there will be sufficient funds to retire the debt.

ISU anticipates that the rate of the bond issued this fall will be between 3.0-4.5 percent. The current rate of interest for the debt held by the Foundation is 3.7 percent.

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**BOARD ACTION**

I move to approve the request by Idaho State University to refinance the debt associated with the Stephens Performing Arts Center subject to future Board approval of the financing plan and bond issuance.

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**UNIVERSITY OF IDAHO**

**SUBJECT**

Contract approval - Student Health Services Clinic

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.  
Acquisition of Personal Property and Services.

**ALIGNMENT WITH STRATEGIC PLAN**

This matter is a non-strategic operations item for the University of Idaho (UI) and does not fall within any of the specific Goals or Goal Objectives set out in the FY2019-2024 Strategic Plan.

**BACKGROUND/DISCUSSION**

A Request for Proposals (RFP) was issued by UI seeking a contractor to provide weekday services at the on-site Student Health Services clinic and allow students to access the contractor's local hospitals, facilities, or clinics for weekend and afterhours health needs. Services encompassed in the RFP include:

- a. Primary Care office visits
- b. Limited care for acute illness/injury
- c. Minor emergency first aid
- d. Minor surgical procedures such as sutures, wart removal
- e. Reproductive care visits (i.e., pregnancy test, women's health)
- f. Morning-After Pill
- g. Immunizations, including MMR, Tetanus/Diphtheria, Hepatitis A, Hepatitis-B, Rabies vaccine, Rabies post-bite prophylaxis, Influenza, Human Papilloma Virus, Meningitis, and Varicella
- h. Ten panel drug testing
- i. Smoking cessation services
- j. Screenings (blood pressure, HIV, STD's, etc.)
- k. Physical exams
- l. Lab tests (limited) including TB testing and immunizations that can be provided for an additional cost by Vendor including completion of follow up TB test questionnaire.

Gritman Medical Center was the successful contractor. The initial term is three (3) years with up to 6 renewals for 2 years each upon mutual agreement of UI and contractor. The total term if all renewals are exercised is 15 years.

**IMPACT**

UI agrees to make a capitation payment to Gritman Medical Center of \$90/student/year for each student enrolled in UI's Student Health Insurance Program (SHIP). This payment remains constant for the initial 3 year term and is then subject to re-negotiation for any term extensions.



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

Students enrolled in the SHIP program are those participating in the health insurance program provided by UI. Students who cannot show other equivalent health coverage must participate in the SHIP program. SHIP students are assessed a fee for this program and receive the clinical services under an agreed upon set of co-pays negotiated each year by UI. The capitation payment from UI helps minimize the co-pay amounts. There are approximately 3,800 student enrollees in the SHIP program. The approximate yearly payment is \$342,000. The total approximate payment over the initial 3 year term is \$1,026,000.

The medical services under this contract are available to all University students, and additional revenue for the contractor comes from billings to insurance carriers (as well as co-pays) for students not enrolled in SHIP if those students choose to avail themselves of the services. This is essentially a separate transaction between the student and the contractor, however the proposed contract does ensure that the listed services will be available to non-SHIP students, to be paid for under the terms of their individual health insurance coverages.

Major medical treatments (such as those requiring hospitalization) are not covered under this contract. They are addressed by the contractor through the student's health insurance coverage, including the SHIP health insurance applicable to SHIP students. The purpose of this contract is to ensure the availability of medical services to UI students, not to establish a particular overall cost for each service.

**ATTACHMENTS**

Attachment 1 – Proposed Contract with RFP documents

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.I. requires Board approval for contracts of services where the total value of the contract is equal to or greater than \$1 million. UI went out to bid for the contract and sent the bid to three potential vendors. Gritman Medical Center was selected. The total value of the Gritman Medical Center contract is estimated to be \$1,026,000. That calculation is based on the projected capitation payments over the three-year term of the contract.

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

**BOARD ACTION**

I move to approve the request by the University of Idaho for authority to enter into the contract set forth in Attachment 1 for its Student Health Services Clinic for an initial term of three years in substantial conformance with the Proposed Contract included in the materials submitted to the Board; including authority for the Vice President of Finance and Administration to execute the final contract and any related documents necessary to bring the contract into effect.

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

UNIVERSITY OF IDAHO  
AGREEMENT NUMBER UI-843

The University of Idaho (hereinafter called the University) hereby awards to Gritman Medical Center (hereinafter called the Contractor) Agreement number UI-843 to furnish Student Health Services Clinic to the University, as specified in University of Idaho Request for Proposals Number 19-26M, in accordance with the terms and conditions of the Request for Proposals.

This Agreement is supplemented by a) University of Idaho Request for Proposals Number 19-26M; b) Gritman Medical Center's proposal dated March 28, 2019; and c) University of Idaho General Terms and Conditions, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-843 ; 2) University of Idaho Request for Proposals Number 19-26M; 3) Gritman Medical Center's proposal dated March 28, 2019; 4) University of Idaho General Terms and Conditions.

## 1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, 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:	University of Idaho Purchasing Services 1028 West Sixth Street Moscow, Idaho 83844-2006 Attn.: Julia R. McIlroy Phone: (208) 885-6123 Email: juliam@uidaho.edu
the Contractor:	Gritman Medical Center 700 South Main Street Moscow, Idaho 83843 Attn.: Kara Besst, President & CEO Phone: (208) 883-2220 Email: kara.besst@gritman.org

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.

## **1.2 SEVERABILITY**

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

## **1.3 RFP PRICE**

The bid price shall include everything necessary for the prosecution and completion of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as otherwise provided in this Agreement. Prices quoted on the Bid Form shall include all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly.

## **1.4 TERM OF AGREEMENT**

The initial term of this agreement shall be three (3) years, commencing upon the date of execution by the University. The term of this agreement may, if mutually agreed, be extended six (6) times by two-year increments, provided the Contractor receives written notice of each extension at least thirty (30) days prior to the expiration date of such term or extension. During extension periods, all terms and conditions of this Agreement shall remain in effect.

## **1.5 CONTINUATION DURING DISPUTES**

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

## **1.6 ENTIRE AGREEMENT**

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by the University and the Contractor.

The effective date of this contract is September 1, 2019.

UNIVERSITY OF IDAHO

GRITMAN MEDICAL CENTER

SIGN \_\_\_\_\_

SIGN \_\_\_\_\_

PRINT \_\_\_\_\_

PRINT \_\_\_\_\_

TITLE \_\_\_\_\_

TITLE \_\_\_\_\_

DATE \_\_\_\_\_

DATE \_\_\_\_\_



Contracts & Purchasing Services  
1028 West Sixth Street  
Moscow, Idaho 83844

**REQUEST FOR PROPOSALS NO. 19-26M**  
**FOR**  
**STUDENT HEALTH SERVICES CLINIC**

Julia R. McIlroy, Director  
Phone (208) 885-6123  
Fax (208) 885-6060  
[juliam@uidaho.edu](mailto:juliam@uidaho.edu)

Date Issued: February 28, 2019

Proposals Due: March 28, 2019 (by 5:00pm)

## UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 19-26M

## PROPOSAL RESPONSE CERTIFICATION

---

DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers \_\_\_\_ to \_\_\_\_ have been received and were examined as part of the RFP document.

---

Name

---

Signature

---

Title

---

Company

---

Street Address

---

City, State, Zip

---

Telephone Number

---

Cell Phone Number

---

E-mail Address

---

State of Incorporation

---

Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE)	_____
Women Owned Business Enterprise (WBE)	_____
Small Business Enterprise (SBE)	_____
Veteran Business Enterprise (VBE)	_____
Disadvantaged Business Enterprise (DBE)	_____

*Business Classification Type is used for tracking purposes, not as criteria for award.*

## SECTION 1 - INSTRUCTIONS TO PROPOSERS

### 1-1 SCOPE OF WORK

The University of Idaho (herein referred to as the University) is soliciting proposals for Student Health Services Clinic in Moscow, Idaho.

The University of Idaho, home of the Vandals, is Idaho's land-grant, national research university. From its residential campus in Moscow, U of I serves the state of Idaho through educational centers in Boise, Coeur d'Alene and Idaho Falls, a research and Extension center in Twin Falls, plus Extension offices in 42 counties. Home to more than 12,000 students statewide, U of I is a leader in student-centered learning and excels at interdisciplinary research, service to businesses and communities, and in advancing diversity, citizenship and global outreach. The University competes in the Big Sky Conference. Learn more at [www.uidaho.edu](http://www.uidaho.edu).

### 1-2 PROPOSAL SUBMISSION

Proposal must be submitted by 5:00pm on March 28, 2019.

The proposal must be signed by such individual or individuals who have full authority from the Proposer to enter into a binding Agreement on behalf of the Proposer so that an Agreement may be established as a result of acceptance of the proposal submitted. By reference, the terms and conditions set forth in the Request for Proposals shall serve as the Agreement terms and conditions. In addition, the laws of the State of Idaho shall apply. No other terms and conditions will apply unless submitted as a part of the proposal response and accepted by the University.

Proposals received after the exact time specified for receipt will not be considered.

### 1-3 REQUEST FOR PROPOSAL SCHEDULE

February 27, 2019	Request for Proposals Issued
March 12, 2019	Inquiries Due
March 28, 2019	Proposals Due

### 1-4 INQUIRIES

All inquiries concerning this request shall be submitted in writing and received by Contracts & Purchasing Services on or before March 12, 2019 to:

Julia R. McIlroy, Director  
E-mail: [juliam@uidaho.edu](mailto:juliam@uidaho.edu)

Proposers should consider Contracts & Purchasing Services as the first and prime point of contact on all matters related to the procedures associated with this RFP. If additional information is needed from any source, Contracts & Purchasing Services will work with the Proposer and with the various offices of the University to gather that information.



**1-5 INTERPRETATION, CORRECTIONS, OR CHANGES IN RFP**

Any interpretation, correction, or change in the RFP will be made by addendum by the University. Interpretations, corrections, or changes to the RFP made in any other manner will not be binding, and no Proposer may rely upon any such interpretation, correction, or change.

**1-6 MODIFICATION OR WITHDRAWAL OF PROPOSALS**

A Proposer may modify or withdraw a proposal at any time prior to the specified time and date set for the proposal closing. Such a request for modification or withdrawal must be in writing, and executed by a person with authority as set forth under paragraph 1-2 above, or by facsimile notice subsequently confirmed in writing.

**1-7 ERASURES AND INTERLINEATIONS**

Erasures, interlineations, or other changes in the proposal must be initialed by the person(s) signing the proposal.

**1-8 ACKNOWLEDGMENT OF ADDENDUMS TO RFP**

Receipt of an addendum to this RFP must be acknowledged by a Proposer on the Proposal Response Certification (Attachment A).

**1-9 PROPOSAL COPIES**

**Six (6)** copies shall be submitted to the University.

**1-10 OFFER ACCEPTANCE PERIOD**

A proposal shall constitute an offer to contract on the terms and conditions contained in this RFP and the proposal. Said proposal shall constitute an irrevocable offer for ninety (90) calendar days from the proposal opening date, even if the University makes one or more counter offers.

**1-11 REJECTION OF PROPOSALS**

The University in its sole discretion, expressly reserves the right to reject any or all proposals or portions thereof, to reissue a Request for Proposal, and to waive informalities, minor irregularities, discrepancies, and any other matter or shortcoming.

**1-12 PROPOSAL PRICE**

The prices submitted in the proposal shall include everything necessary for the prosecution and completion of the Agreement including, but not limited to, furnishing all materials and all management, supervision, labor and service, except as may be provided otherwise in the Agreement Documents. In the event of discrepancy between the unit prices and their extensions, the total price will be adjusted accordingly. In the event of discrepancy between the sum of the extended total prices, the Total Proposal Price will be adjusted accordingly. The proposal price shall not include any allowance for Idaho State sales/use tax.

The University will evaluate the total price for the basic requirements with any options(s) exercised at the time of award. Evaluation of options will not obligate the University to exercise the option(s).

The University may reject an offer if it is materially unbalanced as to process for the basic requirements and the option quantities. An offer is unbalanced when it is based on prices significantly less than cost for some work and prices that are significantly overstated for other work.

**1-13 TERM OF AGREEMENT**

The initial term of this agreement shall be three (3) years, commencing upon the date of execution by the university. The term of this agreement may, if mutually agreed upon in writing, be extended by three-year increments for a total of nine (9) additional years, provided written notice of each extension is given to the bidder at least thirty (30) days prior to the expiration date of such term or extension. In the event funding approval is not obtained by the University, this Agreement shall become null and void effective the date of renewal. During extension periods, all terms and conditions of this Agreement shall remain in effect.

**1-14 AWARD OF AGREEMENT**

The University shall make the award to the responsible Proposer whose proposal will be most advantageous to the University with respect to price, conformance to the specifications, quality, and other factors as evaluated by the University. The University is not required or constrained to award the Agreement to the Proposer proposing the lowest price.

The University may award an Agreement on the basis of initial offers received, without discussion; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

**1-15 PUBLIC AGENCY**

The Contractor has agreed to extend contract usage to other public agencies, such as any city or political Subdivision of this state, including, but not limited to counties; school districts; highway districts; port authorities; instrumentalities of counties, cities or any political subdivision created under the laws of the State of Idaho; any agency of the state government; or any city or political subdivision of another state.

**1-16 PROPOSAL CONFIDENTIALITY**

Each Proposer agrees that the contents of each proposal submitted in response to this RFP is Confidential, proprietary, and constitutes trade secret information, as defined in Idaho Code 9-340D(1), as to all technical and financial data LABELED **CONFIDENTIAL** BY THE PROPOSER, and waives any right of access to such information, except as provided for by law. Except as determined by the University's Office of Contracts and Purchasing Services, in its sole discretion, no information will be given regarding any proposals or evaluation progress until after an award is made, except as provided by law.

**1-17 F.A.R. REQUIREMENT**

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier nor its principals are presently debarred, suspended or proposed for debarment by the Federal Government.

**1-18 RECORD OF PURCHASES**

Contractor will provide Contracts and Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

**1-19 APPEAL OF AWARD**

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the University Controller five (5) business day of award. Proposers are responsible for tracking of award announcement.

**SECTION 2 - INSTRUCTIONS FOR PREPARING PROPOSALS****2-1 GENERAL**

To aid in the evaluation process, it is required that all responses comply with the items and sequence as presented in paragraph 2-2, RFP Response Outline. Paragraph 2-2 outlines the minimum requirements and packaging for the preparation and presentation of a response. Failure to comply may result in rejection of the response. The proposal should be specific and complete in every detail, prepared in a simple and straight-forward manner.

Proposers are expected to examine the entire Request for Proposals, including all specifications, standard provisions, and instructions. Failure to do so will be at the Proposer's risk. Each Proposer shall furnish the information required by the invitation. It is required that proposal entries be typewritten. Periods of time, stated in number of days, in this request or in the Proposer's response, shall be in calendar days. Propose your best price on each item.

**2-2 RFP RESPONSE OUTLINE**

- A. Response Sheet: The proposal Response Certification shall be attached to the front of the proposal and shall contain the Proposer's certification of the submission. An official who has full authority to enter into an Agreement shall sign it.
- B. Format: Please see Section 3 – V. (Five)
- C. Proposer Exceptions: Describe any exceptions to the terms and conditions contained within this document.

## SECTION 3 - TECHNICAL SPECIFICATIONS

**1. STUDENT HEALTH SERVICES BACKGROUND AND SUMMARY**

Historically Student Health Services at the University of Idaho has provided a broad spectrum of outpatient medical care services accessible to all registered students and their dependents. The Student Health Services clinic facility is located on the first floor of the University of Idaho's Student Health Services Building at 831 Ash Street, Moscow, Idaho. The University initially outsourced primary care services effective August 1, 2001 to Moscow Family Medicine (MFM), a local provider in Moscow, Idaho. The University of Idaho conducted a comprehensive review of the primary care services at the Student Health Clinic by conducting a Request for Qualifications in February 2009. A new long-term contract was awarded in March 2009 to Moscow Family Medicine to operate Student Health Services for students and their dependents. Moscow Family Medicine became a division of Catalyst Medical Group in January 2017 and effective November 2018 they joined Gritman Medical Center (the local hospital) to integrate community medical services.

The clinic facility for Student Health Services is approximately 6,000 square feet with lobby, reception and business office areas, exam rooms, laboratory, minor surgery, and x-ray space. The clinic facility was extensively remodeled in 2008 and is in excellent condition. The University provides the clinic space and specific physical assets including: exam room equipment (beds and cabinets), desks, office furniture and fixtures, portable x-ray machine, and limited lab equipment. The University is responsible for the building maintenance and utilities for the Clinic.

In 2001 the State Board of Education (SBOE) established policy requiring all degree seeking students in the State of Idaho be insured. In 2016, the SBOE changed their requirement and UI created an institutional policy and procedure to administrate the health insurance requirement. The policy requires full-time, fee-paying degree-seeking students enrolled in 12 or more credits; graduate/law students enrolled in 9 or more credits and all international students to have valid health insurance as a condition of enrollment. The Contractor is responsible for serving all students regardless of credit hours and insurance coverage.

SHIP is one option for students to meet the University of Idaho Health Insurance Requirement. SHIP insures approximately 23% of the students subject to the health insurance requirement. Students may choose to rely on personal health insurance which includes the minimum level of benefits outlined in the requirement ([www.uidaho.edu/studentinsurance](http://www.uidaho.edu/studentinsurance)).

SHIP coverage includes copayment benefits for the capitated services provided at the Student Health Services clinic. The capitation agreement is based on a negotiated rate for SHIP enrolled students for the contract year and disbursed based on the total number of SHIP enrollees. The capitation rate is based on SHIP covered students receiving a specific schedule of benefits designed for enrollees which are provided by the Contractor at Student Health Services. The current university contract with fully-insured carrier, United HealthCare **StudentResources**, a specialty division of United HealthCare Insurance Company, is based on the capitated contract for students enrolled in the SHIP. Currently, around 2,000 students are enrolled annually on SHIP and approximately 6,600 students waive enrollment on SHIP with enrollment on other insurance plans through their parents or on an individual plan that is ACA compliant.

The Contractor is responsible for collecting co-payments and billing services for students who choose to rely on personal health insurance. The University is evaluating whether to allow the approximately 6,200 full-time and part-time employees, which includes faculty, on the Moscow, ID campus to seek health services at the Student Health Services clinic. The Contractor could third-party bill or collect cash payments as they would require for this significant increase in possible patient access.

The Student Health Services clinic hours of operation are Monday-Friday 8:00 am to 5:00 pm during the academic year. The clinic is not open when the university campus is closed for emergencies or holidays as identified in Attachment B – Academic Calendar Year 2019-2020 to this RFP. The current Contractor provides limited hours of operation to see students during the holiday breaks and summer months at their Moscow, Idaho downtown location.

The services provided by the Student Health Services clinic can be found on the attachment to this RFP (reference Attachment C – Student Health Services Clinic Brochure PY 2018-19), including the services as currently provided by the Contractor under capitation with the allowable copays for services. It is the intent of the University to change the copayments outlined in the Schedule of Benefits as currently offered as per the Scope of Work section. These services generally include the services that can be found at a family practice clinic, such as office visits for illness or injury, minor surgeries (i.e., wart removal, suturing, etc.), limited x-ray and lab services, women's health exams, colposcopy and cryotherapy, injections such as allergy shots, and preventive routine services. Tuberculosis testing must be available as needed.

Services that are not expected to be covered include the following: obstetrics (pregnancy testing and the visit are covered), travel immunizations, other care not related to an injury or illness (i.e., missed appointment charges), cosmetic benefits, psychiatric treatment outside what is normal family practice protocol, specialty services such as orthopedic services, pediatric services.

Students enrolled on SHIP are to be covered as per the Scope of Work as it is the University's intent that the student only pay a small office visit copay, and not all the copays as currently outlined in Attachment C – Student Health Services Clinic Brochure PY 2018-19. Pricing to reflect current services will be requested, in addition to proposed changes as can be found in Exhibit II – Pricing Proposal.

## **2. DESIRED SERVICE LEVELS AND EXPECTATIONS**

The University is seeking a primary care service provider for the Student Health Services clinic. Services to include at a minimum office/sick visits, reproductive care visits, physical exams, immunizations, laboratory work, and general health education all made available to its students. Services shall be available when classes are in session (reference Attachment B - Academic Calendar 2019-2020).

While these are the minimum services we are seeking, proposals that provide additional services to our student population are welcomed. When appropriate, some of the services beyond the minimum services required may be billed to third party insurance, allowing for the bidder (Contractor) to generate additional revenue directly from the students, outside of the scope of this RFP (reference Attachment F – Claims Billed to SHIP Carrier). Since SHIP enrollment is about 23% of all eligible students, the bidder can assume that third-party billing to non-SHIP students is significant.

These student health services are not currently available to employees; however, it is possible that additional revenue may also be generated by providing services to employees and this possibility is being evaluated.

## **3. PURPOSE**

The purpose of the RFP is to select a bidder (Contractor) that can best provide health services to University of Idaho students who pay the health fee. The university is seeking proposals that provide these services in one or more of the following ways:

- A. On-site services based upon the hours of operation as indicated in Scope of Services, Paragraph 1. Optional provisions for off-site services available at a bidder (Contractor) health services location(s) near the University of Idaho Moscow, ID campus that would be available to students after-hours and weekends when the Student Health Services clinic is not open and accessible by public transportation.
- B. On-site services at the Student Health Services clinic only, based upon the hours of operation as indicated in Scope of Services, Paragraph 1.
- C. A hybrid model that offers a combination of both on-site and off-site services during the hours of operation as indicated in Section II – Scope of Services, Paragraph 1 as well as off-site services for students' after-hours and weekends. (Example 1 – On-site services can be offered 2x's weekly only, Example 2 – Health Services for students can be obtained off-site).

D. Off-site services only available at a minimum as stated in Section II – Scope of Services, Paragraph 1.

F. Any other combination of services that meets the minimum requirements of this RFP.

While in the past Student Health Services has been additionally staffed by University personnel, and operations including supplies furnished by the University, it is the intent of this RFP that the selected health services bidder (Contractor) supply all clinician and office staff services, and all operating materials and supplies.

For purposes of this RFP, “Student Health Services clinic” is defined as the facility or site location in which the services will be provided. Mental health and pharmacy services are not part of this RFP.

## **I. SCOPE OF WORK**

Ideally, the University of Idaho would like to have the bidder (Contractor) provide weekday services at the on-site Student Health Services clinic and allow students to access the bidders (Contractor) local hospitals, facilities, or clinics for weekend and afterhours health needs. However, the University shall consider all proposed solutions that meet the healthservice needs described below. The proposed solution(s) must meet the minimum criteria described below. Required services are noted in each section.

### **1. Student Health Services Clinic Operations (Minimum Hours of Operation/Availability)**

- a. Academic Calendar: Services should be available during all days when classes are in session for the Fall and Spring Semesters, Monday through Friday (see Attachment B – Academic Calendar Plan Year 2019-2020).
- b. Operating Hours: Student Health Services clinic shall be open from 8:00 am to 5:00 pm Monday through Friday.
- c. Summer session operating hours negotiated on an annual basis based on staffing.

### **2. Services to be Provided (Required Services)**

All bidders (Contractor) must provide the following services:

- a. Primary Care office visits
- b. Limited care for acute illness/injury
- c. Minor Emergency First aid
- d. Minor surgical procedures such as sutures, wart removal
- e. Reproductive Care visits (i.e., pregnancy test, women’s health)
- f. Morning-After Pill
- g. Immunizations, including MMR, Tetanus/Diphtheria, Hepatitis A, Hepatitis B, Rabies vaccine, Rabies post-bite prophylaxis, Influenza, Human Papilloma Virus, Meningitis, and Varicella
- h. Ten panel drug testing
- i. Smoking Cessation services
- j. Screenings (blood pressure, HIV, STD’s, etc.)
- k. Physical Exams
- l. Lab Tests (limited) including TB testing and immunizations that can be provided for an additional cost by Vendor including completion of follow up TB test questionnaire.

For SHIP students the costs for the above services are included in the capitation fee that the bidders (Contractor) are being asked to provide a price for these services. A list of the current services and copayments can be found in Attachment C – Student Health Services Clinic Brochure Plan Year 2018-2019. The balance of the cost after the copayment for SHIP students is covered by the capitation fee paid to the Contractor. Additional income may be

received by the Contractor through third-party billing for non-SHIP students/possible University employees, as well as direct billing for non-insured students.

The balance of the cost to the Contractor is borne within the capitation fee and the additional income the Contractor receives from billing non-SHIP students and possible University employees in the future, through third-party billing of the insurance companies of these other students/employees or cash payments by non-insured students/possible employees.

Note that the process for special labs and x-rays for SHIP students are sent to specialty vendors and billed directly to the university. The University wishes to dissolve this special procedure and have the bidders (Contractor) include these costs in their proposed capitation fee. The current specialty providers include Pathologist Regional Laboratory, Gritman Medical Center Radiology, and Palouse Imaging Consultants. A report on the claims payment by the University for the last three years for these providers can be found in Attachment H – Self-funded Claims Last Three Years.

Note that on Exhibit II – Pricing Proposal the bidders (Contractor) will be asked to price according to the current schedule of copayments collected by the Contractor which consist of multiple copayments for types of services except for routine preventive services for SHIP students. Alternatively, the University will request pricing for no copayments outside of a small copay for each office visit (i.e., \$20 Office Visit copay, \$30 Office Visit copay). All other services will be included in the Office Visit Copay.

### **3. Other Services**

The Contractor will provide medical and administrative oversight for vaccine clinics sponsored by the University. The Contractor will provide the influenza and meningococcal conjugate vaccines for purchase by the University and sign standing orders as requested. In addition, the Contractor will provide proper storage, inventory control and temperature protocol including monitoring for the vaccines. In addition, the Contractor administers any vaccines needed according to protocol for an infectious disease campus outbreak. The University expects the Contractor to provide and administer any required vaccines as part of their proposal.

The Contractor will assist in developing an integrated healthcare system for students. An integrated healthcare model will allow the University to provide mental health services on campus as well as partnering with community medical practitioners to provide mental health treatment for students. The intent of this model is to provide accessible healthcare through primary care physicians for students seeking treatment for major depression, anxiety and related conditions. An integrated care model also establishes partnerships between primary care physicians in the community and mental health practitioners on campus who are able to provide individual therapy and/or psychiatric services for students. This model encourages a "two way street" with referrals that occur in both directions while also giving students a point of service option followed by coordinated healthcare most appropriate to their circumstances.

### **4. Staffing for Student Health Services Clinic**

A qualified medical clinician shall be on-site whenever the Student Health Services clinic is open. The clinician shall be a licensed Nurse Practitioner, a Physician's Assistant, or a Physician.

Additional staffing will be required to successfully operate Student Health Services clinic, including mid-level assistants, front-desk reception, and billing service personnel.

A copy of the current staffing model can be found in Attachment A - Current Staffing Model. It should be noted that staffing models have changed over the years as needs have changed, and it is expected that the Contractor, in negotiation with the University, should staff the Student Health Services clinic as is appropriate given the utilization that can be found in Attachment E – SHIP Versus Non-SHIP Visits at Student Health Services.

In addition, the University is looking for a provider who has completed a "Primary Care Sports Medicine Fellowship" to work with student athletes through the University of Idaho Athletic department. The contract for such services would not be included in this RFP however the awarded Vendor would be expected to negotiate a separate contract for these types of services.

## 5. Operating Materials & Supplies (Required Services)

The University furnishes the existing equipment and furniture for the Student Health Services clinic, and it is University's responsibility to keep such inventory in working order and to repair or replace as necessary. The Contractor shall provide all materials and supplies needed to operate the Student Health Services clinic, including but not limited to medical supplies and medicine as the Contractor deems necessary. The selected Contractor will consult with the University as needed for requests for replacement and repair of any furniture or equipment as necessary.

## 6. Copayments or Student Costs Assessed to Students for Student Health Services Clinic

Any copayments for SHIP students should not exceed what is finalized in each year's contract with the Contractor. Please note that approximately 23% of the students are covered by the University school-sponsored plan (SHIP). Since students not eligible for insurance are not mandated to be insured some students, though probably few, may have no health insurance coverage at all. The University shall not be held financially liable for any non-payment for services that are provided outside of this contract.

## 7. Third Party Medical Billing

The selected bidder (Contractor) may provide additional services beyond what is required by this RFP. For services above and beyond the minimum required, the selected bidder (Contractor) may accept students' personal insurance. All third-party medical billing shall be handled solely by the selected health services provider. The University shall not be held financially liable for any non-payment for services that are provided outside of this contract.

In the past the University has allowed the Contractor to put student's copayments and co-insurance on Student Accounts, but this practice was dissolved two years ago. It is up to the Contractor to collect any student copayments and co-insurance, whether through billing or at the time of service. The Contractor is expected to bill the SHIP's fully-insured carrier, currently United HealthCare **StudentResources** (UHCSR), for any services provided after hours, during holidays/weekends, and during holiday breaks at another location not on campus for SHIP student enrollees. Location codes will be important for HCFA or electronic billing to UHCSR as they will deny any claims that are billed at the Student Health Clinic during normal clinic hours. A copy of the SHIP plan can be found in Attachment D – Student Health Insurance Plan Certificate PY 2018-19.

As an attachment to this RFP, the types of services, including the number of services, has been provided in Attachment G- Claims at Student Health Services, and Attachment F – Claims Billed to SHIP Carrier, to aid the bidder (Contractor) in an understanding of the amount of billable services in addition to the capitation fee. If the University decides to allow employees to be seen at Student Health Services clinic, then additional income could be expected but should not be anticipated at this time.

## 8. Institutional Relationship

- a. Meetings between the selected bidder (Contractor) and appropriate University staff will be scheduled to discuss operations of Student Health Services clinic.
- b. The selected bidder (Contractor) shall have access to University-to-student communication channels to promote Student Health Services.
- c. The Contractor's Student Health Service clinic employees shall be included in the University's emergency notification system.
- d. The Contractor's Student Health Service clinic employees will be considered affiliate staff and could access certain school services (some services might require paid fees such as Recreation Center access).



## 9. Referrals

Currently a referral is not required for purposes of SHIP (but may be required for a student's private insurance plan) the University requests the Contractor track referrals outside of the Student Health Services clinic with the following information: reason, name and type of specialty provider. The University wants to collect this information for data research to help provide better health services to students. In addition, the staff serves as a liaison with the Contractor's billing office to resolve questions, student concerns and other operational business processes.

## III. RESPONSIBILITY FOR THE UNIVERSITY OF IDAHO

### A. Management of Student Insurance and Business Office

The University has dedicated staff for the management of the Student Insurance and Business Office. This office is responsible for managing the waiver audit and enforcement of the health insurance requirement. Students subject to the health insurance requirement are enrolled in SHIP or other compliant health insurance plans as a condition of enrollment.

### B. Student Health Services Facility

A Facility Use Agreement will be negotiated upon completion of this RFP. The agreement will determine the responsibility for utilities, furniture, facility management and cleaning. Currently there is a portable x-ray machine, fax machine/copier, and limited computers for the Contractor's use. Financial responsibility for the maintenance or replacement of these machines will be negotiated with the Contractor.

### C. Immunization Requirements and Other Health Requirements

It is the University's responsibility to coordinate the administration of the immunization requirements of the University or any other academic health requirements.

### D. Program Marketing

The University and the Contractor will partner for overall marketing of health services.

### E. Additional Student Health Services Provided by the University

Counseling & Testing Services  
 Psychiatric Services  
 Nutrition Counseling  
 Health Education and Wellness Programs  
 Immunization Requirements  
 Other Academic Related Health Requirements

## IV. RESPONSIBILITY FOR THE VENDOR

### A. Respond to the Unique Needs of the Students at the University of Idaho

The bidder (Contractor) must appreciate and understand the unique factors commonly associated with providing primary care services in a college/university health environment. Many undergraduates will be experiencing their first access to health care as independent adults. The University's student population also includes many International students and other multi-cultural populations such as migrants that may have different perspectives about health care. Graduate students and non-traditional age students often also bring a unique set of needs and expectations for obtaining primary care services.

Given the University environment, the Contractor must be aware of Title IX compliance and how to handle such sensitive issues in collaboration with the University. It is important to the University that any Contractor awarded

this contract understands the unique HIPAA/FERPA requirements that exist at Universities such as the University of Idaho.

The University's approach to meeting the health care needs of our student population is highly collaborative. The bidder (Contractor) must work with the University to develop and maintain effective working relationships with Vandal Health Education, Counseling & Testing Center, Dean of Students, International Programs Office, Womens Center, Environmental Health and Safety, Department of Athletics, and various other University entities.

**B. Campus Outbreak for Infectious Diseases**

The Student Health Services clinic provider plays an integral role on the University of Idaho Infectious Disease Response Team (IDRT). The provider will help to identify communicable disease threats and issues for the University of Idaho community; advise actions for prevention of, education about, and/or control of communicable diseases on campus; advise the development of appropriate communication plans; and collaborate with campus partners and Public Health – Idaho North Central District in the event of a disease outbreak to ensure proper and timely response and management. Additionally, the provider will advise the Director of Health Promotion about relevant practice exercises for the IDRT and attend annual IDRT meetings and table-top exercises.

**C. Reception, Eligibility, Appointments and Walk-ins**

The Contractor will be responsible for the front-desk reception at the Student Health Clinic. This includes answering calls during open hours, verifying patient eligibility through the University's Eligibility Page which the Contractor will have access to through an affiliate staff protocol process after the front-desk requests to see a copy of the student's VANDAL ID cards for review. The Contractor should have a web-based appointment system and while it is not a requirement, it would be an asset if a student could schedule appointments through the web. Currently Student Health Services clinic encourages appointments but also sees students on a walk-in basis.

**D. Reporting**

Reporting on utilization of the Student Health Services clinic for SHIP versus non-SHIP students will be required monthly.

Also, it is expected that the Contractor should be able to report on both diagnosis (ICD-9 codes) and CPT codes for all service visits, for both SHIP and non-SHIP students for University review of the delivery of health services on a quarterly basis.

It is not expected that the Contractor share HIPAA information with student name and demographic detail, but the following additional reporting detail will be required from the Contractor for both SHIP and non-SHIP students:

- ICD-9 Codes and Description
- CPT Code and Description
- Location Code (Student Health Clinic or off-site Vendor clinic location(s))

Other ad-hoc reports may be requested by the University.

**V. PROPOSAL SUBMISSION FORMAT**

Bidder (Contractor) shall submit the following information in the order and format indicated below.

The proposal shall be obviously distinguished by sections as indicated below.

All required attachments must be included at the time of submission of the proposal to be considered responsive to the RFP.

### **Section #1: Cover Letter**

Bidders (Contractor) must submit the following:

A cover letter on company letterhead signed by the authorized representative that describes the company's experience, how many years it has been in the health services business, if the company has any experience with providing services to college/University student communities and how the company would provide services that meets the goals of this RFP.

### **Section #2: Management, Personnel, and Qualifications**

Bidders (Contractor) must submit the following:

A profile for all proposed key staff members (physicians, physician assistants, nurse practitioners, nurse, etc.)

A proposed organizational chart and a list of proposed positions to operate the Student Health Services clinic

Note what type of electronic medical records system your company utilizes and provide samples of reports that can be produced in reference to the University requirements for reporting and referrals.

Note whether your company submits paper claims or electronic claims submission via clearinghouses and your capabilities for third-party billing in detail.

A copy of your Employee Handbook

A copy of your standard Office Visit protocols

### **Section #3: References**

Bidders (Contractor) must submit the following:

A minimum of two references from customers to whom you provide a similar service, preferably other public agencies

Include the name, address, email and phone number of the individual to whom you report

Indicate the number of months and/or years your company has provided health services

State the monthly and/or annual budget for the program

Provide a description of the types of services that are included

Provide a copy of a sample agreement, preferably with a public agency, if available

### **Section #4: Approach**

Bidders (Contractor) are encouraged to propose one or more solutions that meets the minimum requirements and needs of the colleges to provide student health services.

For each solution proposed, describe the solution and include the following information:

Describe your firm's approach that best meets the minimum hours of operation and level of services required,

include details regarding on-site capabilities as well as off-site services if available

Discuss your staffing plan to meet the required service hours given the proposed approach

Describe any additional services outside the scope of this contract that you may offer

Provide a Not-To-Exceed fee structure for individual services provided

Provide an implementation plan including timeframes for key activities

**Section #5: Attachments and Terms & Conditions**

Complete, sign, and return each of the following:

- **Exhibit I - Company Identification Form**
- **Exhibit II - Pricing Proposal**
- **Exhibit III - Non-Collusion Declaration**

**SECTION 4 - PROCUREMENT PROCESS****4-1 PROPOSER LIST AND QUALIFICATION EVALUATION**

After the established date for receipt of proposals, a listing of Proposers submitting proposals will be prepared, and will be available for public inspection.

Qualifications and proposals submitted by interested Proposers will be reviewed and evaluated based on the evaluation factors set forth in the RFP.

**4-2 PROPOSAL CLASSIFICATION**

For the purpose of conducting discussions with individual offerers, if required, proposals will initially be classified as:

- A. Potentially Acceptable
- B. Unacceptable

Discussions may be conducted with any or all of the Proposers whose proposals are found acceptable or potentially acceptable. Offerers whose proposals are unacceptable will be notified promptly. The Director of Contracts and Purchasing Services will establish procedures and schedules for conducting oral and/or written discussions.

Proposers are advised that the University may award an Agreement on the basis of initial offers received, without discussions; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

**4-3 PROPOSER INVESTIGATION**

The University will make such investigations as it considers necessary to obtain full information on the Proposers selected for discussions, and each Proposer shall cooperate fully in such investigations.

**4-4 FINAL OFFERS AND AWARD OF AGREEMENT**

Following any discussions with Proposers regarding their technical proposals, alternative approaches, or optional features, a number of the firms may be requested to submit best and final offers. The committee will rank the final Proposers for the project, giving due consideration to the established evaluation criteria. The committee will propose award to the proposal which is found to be most advantageous to the University, based on the factors set forth in the Request for Proposals.

**SECTION 5 - EVALUATION PROCESS**

The University reserves the right to reject any or all proposals, or portions thereof. The selection of a successful Proposer, if any, will be made based upon which proposal the University determines would best meet its requirements and needs.

**5-1     EVALUATION CRITERIA**

- Overall cost
- References
- Proposed approach to primary care service levels
- Proposed additional services

## SECTION 6 - GENERAL CONTRACTUAL TERMS AND CONDITIONS

6-1 AGREEMENT TERMS AND CONDITIONS

The submission of a proposal herein constitutes the agreement of any Proposer that any Agreement to be drawn as the result of an award herein shall be prepared by the University and shall include at a minimum, all terms and conditions set forth in this RFP. The submission of a proposal shall further constitute the agreement of each Proposer that it will not insist on the use of standard contract agreements, documents, or forms, and that it waives any demand for the use of its standard agreements. The Agreement between the parties shall consist of, in order of precedence: the agreement document signed by the Parties subsequent to submission of the proposal, and any attachments thereto and incorporations therein, the terms and conditions in the RFP, and the Proposer's response to the RFP.

6-2 ASSIGNMENT

No assignment of this Agreement or of any right accruing under this Agreement shall be made, in part or in whole, by Contractor without the written consent of the University. Notwithstanding any assignment, Contractor shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

6-3 TERMINATION FOR CONVENIENCE

The University may terminate this Agreement, in whole or in part, at any time by written notice to the Contractor. The Contractor shall be paid its reasonable costs, including reasonable close-out costs and a reasonable profit on work performed up to the time of termination. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.

6-4 TERMINATION FOR DEFAULT

If the Contractor does not deliver the materials in accordance with the Contract delivery schedule, or if the Contract is for services and the Contractor fails to perform in the manner called for in the Contract, or if the Contractor fails to comply with any other provisions of the Contract, the University may terminate this Contract for default. Termination shall be effected by serving on the Contractor a notice of termination setting forth the manner in which the Contractor is in default. The Contractor will be paid a reasonable price for materials delivered and accepted, or services performed in accordance with the manner of performance set forth in the Contract.

6-5 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless 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 Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

6-6 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

6-7 LAWS, REGULATIONS AND PERMITS

The Contractor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Contractor shall be liable for all violations of the law in connection with work furnished by the Contractor, including the Contractor's subcontractors.

6-8 GENERAL QUALITY

All of the Contractor's work shall be performed with the highest degree of skill and completed in accordance with the Agreement Documents.

6-9 PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether the Contractor has complied with the requirements of the Agreement Documents, the Contractor shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proofs as to compliance with such requirements.

6-10 PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice, whichever is later. No advance payment shall be made for goods or services furnished pursuant to this Agreement.

6-11 CONTINUATION DURING DISPUTES

The Contractor agrees that notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

6-12 SEVERABILITY

If any term or condition of this Agreement or the application thereof to any person(s) or circumstances is held invalid, such invalidity shall not affect other terms, conditions or applications which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this Agreement are declared severable.

6-13 INTEGRATION

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and the Contractor.

6-14 BINDING EFFECT

This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties hereto and their respective heirs, legal representatives, successors, and assigns.

6-15 APPROPRIATIONS CLAUSE

If the term of this Agreement is longer than one year, the University's obligations and liabilities hereunder 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 University for the ensuing fiscal year 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 terminate and neither party shall have any further obligations hereunder.

6-16 IRS SECTION 501(C)(3) AND SECTION 115 CONSIDERATIONS

If any provision of this Agreement may cause the University to lose its status as an Internal Revenue Code Section 501(c)(3) corporation, this Agreement shall be voidable. In the alternative, at the sole option of the University, the offending provision(s) shall be modifiable such that the provision(s) will no longer cause the University to lose its status as a 501(c)(3) corporation. The terms of the modification shall be subject to agreement in writing by all parties.

6-17 COMPLIANCE WITH GOVERNOR'S EXECUTIVE ORDER

In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be voidable at the sole option of the University.

6-18 DEBARRED, SUSPENDED OR EXCLUDED

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

6-19 NON-USE OF NAMES AND TRADEMARKS

Contractor shall not use the name, trade name, trademark, or other designation of the University, or any contraction, abbreviation, or simulation any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

6-20 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor.

6-21 CONTRACTOR REPRESENTATIONS

Contractor 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 required 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; and (d) that it has visited the site of the project and familiarized itself with the local conditions under which this Agreement is to be performed.

6-22 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

6-23 SURVIVAL OF TERMS

The terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

6-24 HEADINGS

The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6-25 ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the parties, the parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any party hereto may reasonably require to consummate the transaction contemplated hereunder.

6-26 TIME OF ESSENCE

All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

6-27 WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first party in writing.

6-28 FORCE MAJEURE

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

6-29 NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

6-30 INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Contractor or which Contractor has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the statement or information not misleading, and there are no other agreements or conditions with respect thereto.

6-31 EQUAL OPPORTUNITY

Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability,

ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

6-32 PUBLIC RECORDS

The University is a public agency. All documents in its possession are public records. Proposals are public records and will be available for inspection and copying by any person upon completion of the RFP process. If any Proposer claims any material to be exempt from disclosure under the Idaho Public Records Law, the Proposer will expressly agree to defend, indemnify and hold harmless the University from any claim or suit arising from the University's refusal to disclose any such material. No such claim of exemption will be valid or effective without such express agreement. The University will take reasonable efforts to protect any information marked "confidential" by the Proposer, to the extent permitted by the Idaho Public Records Law. Confidential information must be submitted in a separate envelope, sealed and marked "Confidential Information" and will be returned to the Proposer upon request after the award of the contract. It is understood, however, that the University will have no liability for disclosure of such information. Any proprietary or otherwise sensitive information contained in or with any Proposal is subject to potential disclosure.

6-33 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

## SECTION 7 – INDEMNITY, RISKS OF LOSS, INSURANCE

7-1 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor. Contractors shall require its subcontractors of any tier to bear the same risk of loss and .

7-2 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless 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 Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

## 7-3 Insurance

## 7.3.1 General Requirements

7.3.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 8.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by the Contractor and provided to the University within seven (7) days of the signing of the contract by the Contractor. 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 University 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 8.0. Exhibit A of this Agreement contains a Request for Certificate of Insurance which shall be given to the insurance broker or agent of the Contractor and its subcontractor(s) of any tier, upon award of bid to Contractor.

7.3.1.2 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.

7.3.1.3 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 University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

7.3.1.4 All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of

the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

7.3.1.5 Failure of University 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 the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

7.3.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Agreement.

8.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

### 7.3.2 Required Insurance Coverage.

Contractor and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

7.3.2.1 Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier 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 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.

7.3.2.2 Commercial Auto Insurance. Contractor and its subcontractor(s) of any tier 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.

7.3.2.3 Business Personal Property. Contractor and its subcontractor(s) of any tier shall purchase insurance to cover Business Personal Property of Contractor and its subcontractor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

7.3.2.4 Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than \$100,000 / \$500,000 / \$100,000.

7.3.2.4 Professional Liability. If professional services are supplied to Institution, Contractor and its subcontractor(s) of any tier, Contractor and its subcontractor(s) of any tier 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).

**UNIVERSITY OF IDAHO  
GENERAL TERMS AND CONDITIONS**

1. THIS ORDER EXPRESSLY LIMITS ACCEPTANCE TO THE TERMS AND CONDITIONS STATED HEREIN. ALL ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CONTRACTOR ARE OBJECTED TO AND ARE HEREBY REJECTED, UNLESS OTHERWISE PROVIDED FOR IN WRITING BY THE PURCHASING MANAGER, UNIVERSITY OF IDAHO.
2. CHANGES: No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Contracts Purchasing Services.
3. PACKING: No charges will be allowed for special handling, packing, wrapping, bags, containers, etc., unless otherwise specified.
4. DELIVERY: For any exceptions to the delivery date as specified on the order, Contractor shall give prior notification and obtain approval thereto from the University of Idaho Department of Contracts and Purchasing Services. With respect to delivery under this order, time is of the essence and order is subject to termination for failure to deliver within the timeframe specified in this order.
5. SHIPPING INSTRUCTIONS: Unless otherwise instructed, all goods are to be shipped prepaid and allowed, FOB Destination.
6. ORDER NUMBERS: Agreement order numbers or purchase order numbers shall be clearly shown on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
7. REJECTION: All goods, materials, or services purchased herein are subject to approval by the University of Idaho. Any rejection of goods, materials, or services resulting from nonconformity to the terms, conditions or specifications of this order, whether the goods are held by the University of Idaho or returned, will be at Contractor's risk and expense.
8. QUALITY STANDARDS: Brand names, models, and specifications referenced in herein are meant to establish a minimum standard of quality, performance, or use required by the University. No substitutions will be permitted without written authorization of the University of Idaho Department of Contracts and Purchasing Services.
9. WARRANTIES: Contractor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Contractor upon notification by the University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Contractor.
10. PAYMENT, CASH DISCOUNT: Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.
11. LIENS, CLAIMS AND ENCUMBRANCES: Contractor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.
12. TERMINATION: In the event of a breach by Contractor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Contractor. Contractor shall be liable for damages suffered by the University of Idaho resulting from Contractor's breach of Agreement.
13. TRADEMARKS: Contractor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any

commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

14. OSHA REGULATIONS: Contractor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act.
15. TAXES: The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Contractor. If Contractor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Contractor is performing public works construction, it shall be responsible for payment of all sales and use taxes.
16. 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.
17. ASSIGNMENTS: No Agreement, order, or any interest therein shall be transferred by Contractor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the rescission of the transferred Agreement at the option of the University of Idaho.
18. WAIVER: No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.
19. 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 thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.
20. NO JOINT VENTURE: Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.
21. PRICE WARRANTY FOR COMMERCIAL ITEMS: Contractor warrants that prices charged to the University of Idaho are based on Contractor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Contractor to other customers purchasing the same item in like or comparable quantities.
22. NONDISCRIMINATION: Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.
23. UNIVERSITY REGULATIONS: Contractor shall follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel.
24. GOVERNING LAW: This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

**Exhibit A – Request for Certificate of Insurance from Contractor\***

**\*If bid is awarded to Contractor**

**Page 1 of 2**

**Give this form to your insurance agent / broker**

**Agents/ Brokers: RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE.**

**Certificates without a copy of these instructions will not be accepted.**

Contractor and its subcontractors of any tier (“Insured”) are required to carry the types and limits of insurance shown in this Request, and to provide University of Idaho (“Certificate Holder”) with a Certificate of Insurance within seven (7) days of the signing of this Contract.

- Certificate Holder shall read:

State of Idaho and the Regents of the University of Idaho  
Attn: Risk Management  
P.O. Box 443162  
Moscow, ID 83844-3162

- Description area of certificate shall read: Attn: Contract for Services
- All certificates shall provide for thirty (30) days’ written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.
- All insurers shall have a 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 Certificate Holder may choose to maintain.
- All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: The Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho.
- Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured’s obligation to maintain such insurance.
- Failure to maintain the required insurance may result in termination of this grant or contract at the Certificate Holder’s option.
- By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured’s liability under the terms of the grant or contract.
- A copy of this certificate request must be sent with the Certificate.



## UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

**Exhibit A – Request for Certificate of Insurance from Contractor\*****\*If bid is awarded to Contractor****Page 2 of 2**

*Required Insurance Coverage.* Insured shall obtain insurance of the types and in the amounts described below.

- Commercial General and Umbrella Liability Insurance. Insured shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and 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 an insured 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.
- Commercial Auto Insurance. Insured shall maintain a Commercial Automobile 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 \$5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.
- Business Personal Property and/or Personal Property. Insured shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.
- Workers' Compensation. Where required by law, Insured shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000.
- Professional Liability. If professional services are supplied to the Institution, Insured 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).

*If you have additional questions, please contact:*

University of Idaho - Risk  
 Phone: 208-885-7177  
 Email: risk@uidaho.edu

## UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 19-26M

## PROPOSAL RESPONSE CERTIFICATION

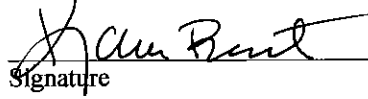
3/28/2019

DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers \_\_\_\_ to \_\_\_\_ have been received and were examined as part of the RFP document.

Kara Besst

Name



Signature

President & CEO

Title

Gritman Medical Center MFM Clinics

Company

700 S Main St

Street Address

Moscow, Idaho, 83843

City, State, Zip

(208) 883-2220

Telephone Number

(509) 330-0125

Cell Phone Number

kara.besst@gritman.org

E-mail Address

Idaho

State of Incorporation

35-2640776

Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE) \_\_\_\_\_

Women Owned Business Enterprise (WBE) \_\_\_\_\_

Small Business Enterprise (SBE) \_\_\_\_\_

Veteran Business Enterprise (VBE) \_\_\_\_\_

Disadvantaged Business Enterprise (DBE) \_\_\_\_\_

*Business Classification Type is used for tracking purposes, not as criteria for award.*



Gritman Medical Center  
700 S. Main St.  
Moscow, ID 83843  
208-882-4511

March 28, 2019

Julia R. McIlroy, Director  
Shoup Hall Room 317  
1028 West Sixth Street  
Moscow, ID 83844

RE: Primary Care Services, RFP No. 19-26M  
Due: March 28, 2019 @ 5:00 pm Pacific Time

Dear Ms. McIlroy:

Thank you for the opportunity to respond to your RFP for primary care services. As you are aware, Moscow Family Medicine P.A. ("MFM") has provided primary care services to the University of Idaho ("U of I") for more than 17 years. MFM was established in 1978 to provide primary medical care to Moscow, ID and the surrounding areas.

MFM was recently acquired by Gritman Medical Center ("GMC"). GMC is a community owned, nonprofit Hospital located in Moscow, Idaho and has served the community for over 120 years. Under the terms of the acquisition, MFM provides primary care services at two locations:

- Main Street Clinic: This primary care clinic is located at 623 S Main Street, Moscow. This facility can accommodate seven (7) providers on-duty at one time. It also provides x-ray and laboratory services, and houses our billing and collecting staffs.
- Quickcare / Westside: Quickcare is a walk-in clinic located on the corner of Warbonnet Drive and 'A' Street behind the Wal-Mart store in Moscow. The facility has the capacity for four (4) providers and offers lab, x-ray and procedure room services; the Clinic has been in operation for over 15 years. Westside currently sees patients by appointment only.

MFM is currently comprised of eight (8) physicians, two (2) physician assistants and three (3) advanced registered nurse practitioners. MFM is also supplemented by numerous other physicians and mid-level providers in the community of a part-time basis. All MFM staff is contracted with GMC to staff all clinics, and include a total of seventy-eight (78) individuals in our nursing, reception, billing, collecting, and ancillary services. All MFM providers have, or are in the process of finalizing, full privileges at GMC. The Student Health Service is directly supported by three main providers (2 mid-level providers and a physician).

As healthcare has gotten more challenging, MFM and GMC mutually agreed that acquiring the practice will provide the best platform to meet the needs of our growing community. GMC is evaluating potential investments to upgrade MFM's capabilities, including:

- Continue recruiting additional physician and mid-level providers.
- Enhancing the full onsite laboratory service at the Main Street Clinic.

Most importantly, GMC is committed to continuing the MFM legacy of collaborating with the U of I to help improve primary care and customer service experience for its students. Past performance improvement projects have included:

- Adding a Medical Director of the Student Health Clinic to the MFM Management Team;
- Adding new billing and reception staff and changing procedures to improve the efficiency and accuracy of insurance information;
- Streamlined collection of applicable student co-payments to eliminate the need to transfer charges to student accounts;
- Patient-flow and facility changes were implemented to improve patient confidentiality;
- Management of most abnormal pap smears on-site was added to improve patient care.

These are just a few examples of the ways MFM has adjusted to accommodate campus changes and needs over the last 17 years. Now that they are formally part of the GMC Family, we look forward to continuing this positive commitment to serve our community and constantly improve our care delivery and patient experience.

Please don't hesitate to call me with any questions, clarifications or concerns you may have regarding our response. I can be reached at 208.883.2220.

Very truly yours,



Kara Besst  
President and Chief Executive Officer  
Gritman Medical Center

## Section 2 – Management, Personnel and Qualifications:

The information in this section responds to the specific items listed in Section 2 of the RFP response.

### Provider Team Member Profiles

Brief professional profiles for the MFM – GMC Clinic Services are highlighted below. The profiles include physicians and mid-level providers. It is important to note that all of our providers, while they typically have a base “home location,” rotate regularly among locations to help balance capacity with demand. The providers all, at one time or another, have treated U of I students, including SHIP students.

#### *Physicians*

Francis Spain, MD, Medical Director – Student Health Clinic

- Dr. Spain has over 40 years of primary care experience. He assumed the role of Medical Director of the Student Health Clinic in 2018.

Patricia Marciano, MD, Westside Location

- Dr. Marciano has over 15 years of primary care experience. She has been with MFM for 5 years. Her areas of interest and expertise include full spectrum primary care.

Ronald Baldwin, MD, Westside Location

- Dr. Baldwin has over 9 years of primary care experience. He has been with MFM for 5 years. His areas of interest and expertise include full spectrum primary care.

Summer Day, MD, Main Street Location

- Dr. Day has over 7 years of primary care experience. She has been with MFM for 2 years. Her areas of interest and expertise are Pediatric primary care medicine.

Robert Ting, MD, Main Street Location

- Dr. Ting has over 23 years of primary care experience. He has been with MFM for 21 years. His areas of interest and expertise include full service family medicine.

Bryn Parker, MD, Main Street Location

- Dr. Parker has over 8 years of primary care experience. She has been with MFM for 4 years. Her areas of interest and expertise include full spectrum primary care, women's health (Fellowship in OB) and training in high risk pregnancies and C-section deliveries.

Jennifer Bentwood, MD Main Street Location

- Dr. Bentwood has over 9 years of primary care experience. She has been with MFM for 4 years. Her areas of interest and expertise include women's health (OB Fellowship trained), functional medicine and full spectrum primary care; she is a former high school teacher.

Helen Shearer, MD, Quickcare Location

- Dr. Shearer has over 18 years of primary care experience. She has been with MFM for 18 years. Her areas of interest and expertise include full service primary care and Obstetrics.

Nancy Jo Elsbury, MD, Main Street Location

- Dr. Elsbury has over 15 years of primary care experience. She has been with MFM for years. Her areas of interest and expertise include comprehensive primary care services.

### ***Mid-Level Providers***

Jacob Blazzard, PA-C

- Jake has over 14 years of primary care experience. He has been with Moscow Family Medicine since 2019. His areas of interest and expertise include pediatric medicine training as well as dermatology and skin care.

Matthew Lassen, PA-C, Quickcare location

- Matthew has over 4 years of primary care experience. He has worked for Moscow Family Medicine for 1 year. His areas of interest and expertise include general primary care and family medicine; he performs a broad array of minor procedures.

Belinda Roberts, NP, Quickcare Location

- Belinda has over 9 years of primary care experience. She has been with MFM for 3 years. Her areas of interest and expertise include all types of family medicine with specific training in ER, OR and urgent care settings; she was also a RN (20 years).

Sheri Erwin, NP, Quickcare Location

- Sheri has over 10 years of primary care experience. She has been with MFM since 2018. Her areas of interest and expertise include primary care for all ages; she has prior experience in ER and OR settings.

Michael Lynn, ACNP, Quickcare Location

- Michael has over 10 years of primary care experience. He has been with MFM for 7 years. His areas of interest and expertise include full primary care, minor trauma and worker's comp health.

Wendy Goodrich, PA-C, Quickcare Location

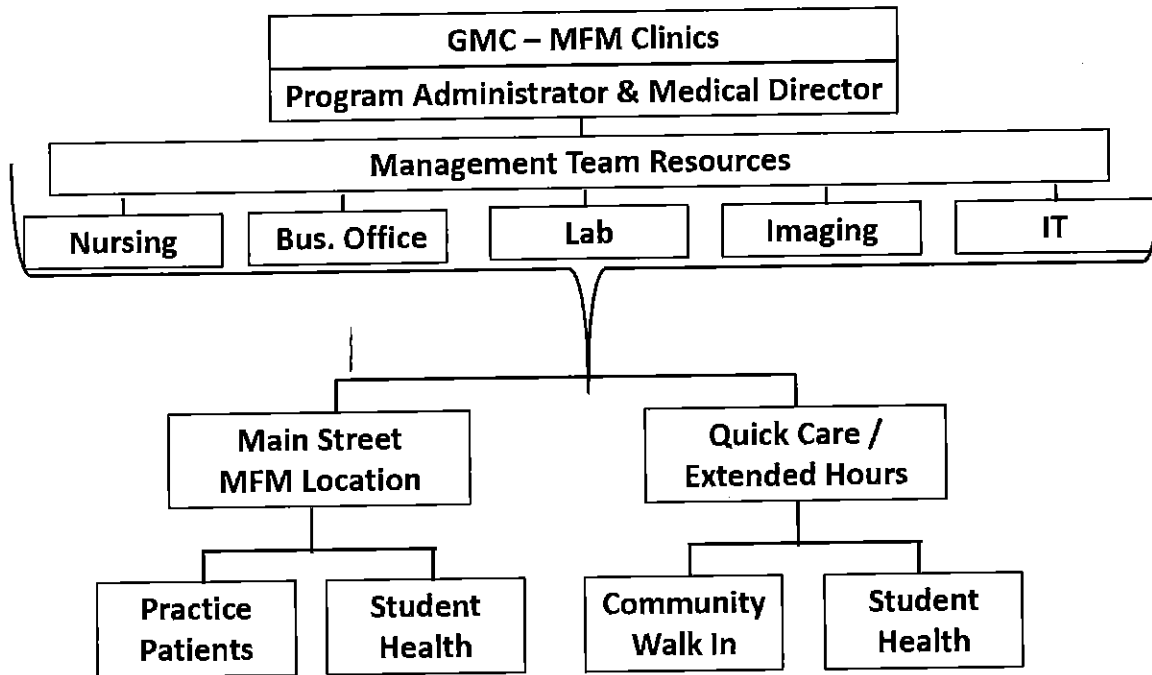
- Wendy has over 17 years of primary care experience. She has been with MFM for 4 years. Her areas of interest and expertise include urgent care for patients 6 months and older, Level II Trauma and Neurologic outpatient care.

### ***Nurses***

More than 23 nurses and 4 Medical Assistants support the MFM – GMC Clinic. The majority of our nurses are RNs; the remainder are LPNs. All MFM – GMC nurses are fully credentialed in their respective areas and average 10 years of work experience. All RNs are certified to start IV's and many have completed advanced training in specific subjects including: immunization and vaccination certification, port certification and training in key student health issues (depression, anxiety, reproductive care, etc.). Nurse, like providers, have a primary "home" location but support multiple locations as needed.

## **Organizational Chart & Management Model**

The key MFM – GMC Clinic resources and their overall organization are illustrated below.

**MFM – GMC Clinics**

*Note: Provider staff and management services are provided by MFM Management Group.*

**Management Model**

A joint (University of Idaho / GMC / MFM) oversight model will be used to coordinate the Student health service. The committee will be staffed by 2 to 3 leadership representatives from each organization. Three annual meetings are planned:

Summer: This meeting will both look back at the prior year's performance and establish new key initiatives.

Fall Semester: This meeting serves as an interim check to assess performance against objectives and to identify any new areas of focus.

Spring Semester: This meeting serves as an interim check to assess performance against objectives and to identify any new areas of focus.

In addition, ad hoc meetings can be called as specific issues emerge. All meetings will be supported by appropriate subject matter experts.

## **Electronic Medical Record System**

MFM – GMC Clinics use the GE Centricity Electronic Health Record. It is a recognized industry leader, has very strong reporting capabilities and can be customized to meet specific needs. MFM has been providing student health service reports to the University of Idaho for years. We have included two of the most common reports on the pages that follow, including:

*Patient Visit Report:* This report shows total patient visits broken out by SHIP and all other. Report is usually provided at the end of each semester.

*Procedure Report:* This report shows volume by procedure code by payer for both SHIP and all other.

Many other reports are available and have been produced on an ad hoc basis.



## Patient Visit Report

## Patient Count - Visit Based

Grouped Facility by Facility  
 Date Made, Date of Service: 01/01/2018 - 11/30/2018  
 All Patient DOBs  
 All Doctors  
 All Referring Physicians  
 MFM WS; MFM SHS; MFM QC; MFM MS  
 CMG - MFM  
 All Insurance Groups  
 All Carriers  
 All 2nd Carriers  
 All Procedures  
 All Diagnoses  
 (all)  
 (All)  
 All Genders

Note: Repeat Patients are Counted Once in subgroups and in distinct patient total. Total just adds up the subgroup totals.

	Number of Patients	
<b>MFM MS</b>		
MFM MS	9,541	
MFM MS Total:	<u>9,541</u>	
	9,541	Distinct Patients
<b>MFM QC</b>		
MFM QC	11,999	
MFM QC Total:	<u>11,999</u>	
	11,999	Distinct Patients
<b>MFM SHS</b>		
MFM SHS	2,778	
MFM SHS Total:	<u>2,778</u>	
	2,778	Distinct Patients
<b>MFM WS</b>		
MFM WS	4,452	
MFM WS Total:	<u>4,452</u>	
	4,452	Distinct Patients
<b>Total:</b>	<b>28770</b>	
	<b>20,820</b>	Distinct Patients

# Procedure Report

## CPA Detailed Report

Date Made, Date of Entry: 01/01/2018 - 11/30/2018

All Resources

All Doctors

All Physicians

All Supervising Physicians

Facility: MFM SHS

All Companies

Carrier(s): SHIP

All Procedures

Department: (all)

Financial Class: (all)

Grouped by Procedure

	Units	Charges	Payments	Adjustments
10060	4	2,175.24	110.00	2,075.24
10160	1	601.41	40.00	561.41
11100	0	0.00	40.00	10.00
1111F	6	0.01	0.00	0.01
11200	0	0.00	0.00	10.00
11400	2	0.00	70.00	(40.00)
11401	1	0.00	0.00	0.00
11426	1	0.00	40.00	(40.00)
12001	3	0.00	40.00	(40.00)
12002	1	0.00	0.00	0.00
12011	0	0.00	30.00	(30.00)
17110	14	4,005.26	590.00	3,565.26
3008F	549	0.00	396.00	0.00
3074F	841	0.00	(39.04)	10.00
3075F	52	0.00	0.00	0.00
3077F	10	0.00	0.00	0.00
3078F	806	0.00	75.86	10.00
3079F	66	0.00	0.30	(0.30)
3080F	12	0.00	0.00	0.00
54056	0	0.00	0.00	0.60
57452	1	286.20	90.00	286.20
57454	1	402.98	30.00	432.98
69200	1	0.00	0.00	0.00
69209	5	224.07	162.01	68.04
69210	1	128.47	30.00	98.47
86580	24	456.00	156.00	351.00
90002	39	0.00	319.44	0.00
90471	55	2,726.90	14.00	2,712.90
90472	4	100.52	30.00	70.52
90632	3	269.85	(8.17)	248.02
90636	3	315.00	0.00	285.00
90649P	4	886.00	0.00	886.00
90674	25	750.00	0.00	750.00
90686	1	0.00	0.00	0.00
90700P	1	29.20	0.00	29.20
90714P	2	84.00	0.00	84.00
90715	2	0.00	(38.16)	(21.84)
90715P	9	738.00	30.00	738.00
90746	5	459.80	0.00	459.80
90756	7	0.00	60.00	(90.00)
93000	11	261.69	0.00	261.69
94010	2	99.96	0.00	99.96
94640	7	175.07	0.00	175.07
95117	6	83.10	140.00	(36.90)
96360	3	235.14	20.00	235.14

## ATTACHMENT 1

96372	21	738.36	60.00	738.36
99024	3	0.00	30.00	0.00
99201	1	87.32	30.00	57.32
99202	144	21,618.45	3,883.00	17,879.43
99203	64	13,878.40	1,823.00	12,048.40
99204	2	666.64	30.00	636.64
99211	2	79.68	73.52	19.68
99212	23	2,000.19	747.73	1,282.46
99213	696	102,505.87	20,038.14	83,284.33
99214	130	28,288.93	3,990.00	24,500.40
99215	1	293.49	30.00	263.49
99385	10	2,669.30	55.00	2,646.30
99386	1	310.73	0.00	310.73
99394	1	235.76	0.00	235.76
99395	55	13,255.00	69.33	13,155.67
99396	1	257.09	0.00	257.09
A4466A	1	18.00	0.00	18.00
A4565	4	56.00	0.00	56.00
A6450	3	0.00	0.00	0.00
Deposit	0	0.00	(346.69)	0.00
E0110	1	0.00	0.00	0.00
J0696	25	108.75	0.00	108.75
J1050	300	159.00	0.00	159.00
J1100	10	115.50	0.00	115.50
J1885	28	236.60	0.00	236.60
J3301	4	22.08	0.00	22.08
J7030	3	42.30	0.00	42.30
J7620	7	35.00	0.00	35.00
L0220	1	132.00	0.00	132.00
L1820	2	299.92	0.00	299.92
L1820A	1	137.00	0.00	137.00
L1902	5	465.00	0.00	465.00
L3670B	1	119.00	0.00	119.00
L3908	5	225.00	0.00	225.00
L3908C	1	68.00	0.00	68.00
L4360	1	189.00	0.00	189.00
L4361	1	132.00	0.00	132.00
Q0162	0	0.00	0.00	0.00
<b>Grand Total:</b>	<b>4,150</b>	<b>\$204,939.23</b>	<b>\$32,941.27</b>	<b>\$174,091.68</b>

## Claims Submission

MFM – GMC Clinics submit nearly all claims via electronic submission. However, we can submit paper claims when needed. We use CEDI (Centricity EDI) as our claims clearing house. Our combined EMR/Practice management system (Centricity) is used to generate patient statements as well as a variety of management decision support reports.

MFM-GMC uses Phreesia as a core revenue cycle support tool; Phreesia provides the following key functionalities that help streamline the patient visit, minimize demographic error and reduce claim denials:

- Insurance verification
- Benefit eligibility
- Pre-registration
- CPT and ICD 10 verification

## Employee Handbook

A copy of the employee handbook is found on the pages that follow.



## **EMPLOYEE HANDBOOK**

## TABLE of CONTENTS

1.0	Welcome.....	13
1.1	Welcome .....	13
1.2	At-Will Employment .....	14
2.0	Introductory Language and Policies .....	14
2.1	About the Company .....	<b>Error! Bookmark not defined.</b>
2.2	Ethics Code and Company Compliance .....	14
2.3	Company Facilities .....	15
2.4	Revisions to Handbook .....	15
3.0	Employment Policies and Practices .....	15
3.1	Employment Categories .....	16
3.2	Disability Accommodation .....	17
3.3	Religious Accommodation .....	18
3.4	Conflicts of Interest .....	18
3.5	Job Descriptions .....	19
3.6	New Employees and Introductory Periods .....	19
3.7	Rehired Employees .....	19
3.8	Training Program .....	19
3.9	Employment Authorization Verification .....	20
3.10	Employment Contracts .....	20
4.0	Compensation, Breaks and Reimbursement Policies .....	20
4.1	Introduction.....	20
4.2	Paycheck Deductions.....	20
4.3	Payment of Wages.....	21
4.4	Nonexempt Employees Timekeeping Requirements .....	21
4.5	Travel Time Pay – Nonexempt Employees .....	21
4.6	Travel Expenses .....	22
4.7	Overtime - Nonexempt Employees .....	23
4.8	Attendance Policy .....	23
4.9	Rest and Meal Periods – Nonexempt Staff.....	24
4.10	Accommodations for Working Mothers .....	24
4.11	Compensatory Time .....	24
4.12	Shift Differentials - Nonexempt Staff.....	25
4.13	On-Call Pay – Nonexempt Staff.....	25
5.0	Standards of Conduct, Performance, Discipline and Termination .....	25

5.1	<i>Performance Improvement</i> .....	25
5.2	<i>Promotions and Transfers</i> .....	26
5.3	<i>Pay Raises</i> .....	26
5.4	<i>Temporary Reduction in Workforce During Provider Absence</i> .....	27
5.5	<i>Standards of Conduct Expectations and Discipline</i> .....	27
5.6	<i>Drug and Alcohol Policy</i> .....	27
5.7	<i>Problem Solving Procedure</i> .....	28
5.8	<i>Outside Employment</i> .....	29
5.9	<i>Employment Termination</i> .....	29
5.10	<i>Exit Interview</i> .....	30
5.11	<i>Post-Employment Reference Policy</i> .....	30
6.0	<i>General Policies</i> .....	30
6.1	<i>Driving Record</i> .....	30
6.2	<i>Personnel Records</i> .....	30
6.3	<i>Employee Privacy and Right to Inspect</i> .....	31
6.4	<i>Voicemail, Email, and Internet Policy</i> .....	31
6.5	<i>Healthcare related Computer Security and Copying of Software</i> .....	34
6.6	<i>Social Media Policy</i> .....	37
6.7	<i>Employee Suggestions/Open Door Policy</i> .....	38
6.8	<i>Company Bulletin Boards</i> .....	39
6.9	<i>Nonsolicitation/Nondistribution Policy</i> .....	39
6.10	<i>Personal Appearance</i> .....	39
6.11	<i>Company Social Events</i> .....	40
6.12	<i>Telephone Use</i> .....	40
6.13	<i>Personal Cell Phone/Mobile Device Use</i> .....	41
6.14	<i>Mail Use</i> .....	41
6.15	<i>Off-Duty Use of Company Property or Premises</i> .....	41
6.16	<i>Off-Duty Conduct</i> .....	42
6.17	<i>Security</i> .....	42
6.18	<i>Third Party Disclosures</i> .....	42
6.19	<i>Employee Identification</i> .....	42
6.20	<i>Licensing</i> .....	42
6.21	<i>Workplace Etiquette</i> .....	43
7.0	<i>Benefits</i> .....	43
7.1	<i>Health Insurance</i> .....	43
7.2	<i>Disability Insurance</i> .....	44

7.3	<i>Life Insurance</i>	44
7.4	<i>Dental Insurance</i>	44
7.5	<i>Cafeteria Plan – Flexible Spending Account</i>	44
7.6	<i>Health Savings Account (HSA)</i>	45
7.7	<i>Life Flight Membership</i>	46
7.8	<i>401(k), Pension and Profit Sharing Plans</i>	46
7.9	<i>Continuing Education Policy and Tuition Assistance</i>	46
7.10	<i>Holiday Pay</i>	46
7.11	<i>Paid Time Off (PTO)</i>	47
7.12	<i>Family and Medical Leave of Absence Policy</i>	48
7.13	<i>Non-FMLA Leaves of Absence</i>	51
7.14	<i>Military Leave (USERRA)</i>	52
7.15	<i>Jury Duty</i>	52
7.16	<i>Voting Leave</i>	52
7.17	<i>Bereavement Leave</i>	53
7.18	<i>Workers' Compensation Insurance</i>	53
7.19	<i>Unemployment Compensation Insurance</i>	53
8.0	<i>Safety and Loss Prevention</i>	54
8.1	<i>General Safety Policy</i>	54
8.2	<i>Nonsmoking Policy</i>	54
8.3	<i>Policy Against Violence</i>	55
8.4	<i>Employee Health</i>	55
8.5	<i>Misappropriation</i>	55
9.0	<i>Trade Secrets and Inventions</i>	56
9.1	<i>Confidentiality and Nondisclosure of Trade Secrets</i>	56
10.0	<i>Customer Relations</i>	57
10.1	<i>Products and Services Knowledge</i>	57
10.2	<i>Customer, Client, and Visitor Relations</i>	57
11.0	<i>Closing Statement</i>	58
11.1	<i>Closing Statement</i>	58
	<i>Handbook Acknowledgment</i>	59



## **1.0 Welcome**

### **1.1 Welcome**

Welcome! You have just joined a dedicated team of employees and managers. We hope that your employment with Moscow Family Medicine (MFM) will be rewarding and challenging. We take pride in our employees as well as the services we provide. We consider ourselves leaders in the healthcare industry.

Please take the time now to read this employee handbook carefully. Sign the acknowledgment at the end to show that you have read, understood, and agree to the contents of this handbook, which sets out the basic rules and guidelines concerning your employment. This handbook supersedes any previously issued handbooks or policy statements dealing with the subjects discussed herein. MFM reserves the right to interpret, modify, delete or supplement the provisions of this handbook at any time, subject to applicable law.

Please understand that no employee handbook can address every situation in the work place. If you ever have questions about your employment, you are encouraged to ask them. If you have any difficulty reading or understanding any of the provisions of this handbook, please contact Human Resources. Likewise, if you have any suggestions related to MFM policies or procedures, please let us know.

We wish you success in your employment here at Moscow Family Medicine!

All the best,

Moscow Family Medicine

## **1.2 At-Will Employment**

Your employment with MFM is on an "at-will" basis. This means your employment may be terminated at any time, with or without notice and with or without cause unless prohibited by law. Likewise, we respect your right to leave the company at any time, with or without notice and with or without cause.

Nothing in the employee handbook or any other MFM document should be understood as creating guaranteed or continued employment, a right to termination only "for cause," or of any other guarantee of continued benefits or employment. Only the CEO has the authority to make promises or negotiate with regard to guaranteed or continued employment, and any such promises are only effective if placed in writing and signed by the CEO.

## **2.0 Introductory Language and Policies**

### **2.1 Moscow Family Medicine Mission Statement**

Moscow Family Medicine is a people-focused, community-driven organization that provides excellent and compassionate healthcare for the people of our communities.

### **2.2 Code of Conduct**

Each of us is required to comply with the laws and regulations that govern the healthcare industry, as well as MFM policies and procedures. This code provides guidance to assist us in carrying out our daily activities within the appropriate ethical values and legal standards of conduct. It guides us in our relationships with patients, physicians, third-party payors, subcontractors, independent contractors, vendors, consultants, government agencies and one another.

The successful business operation and reputation of MFM is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of MFM is dependent upon our customers' trust and we are dedicated to preserving that trust. Employees owe a duty to MFM, its customers, and shareholders to act in a way that will merit the continued trust and confidence of the public.

MFM will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. MFM management recognizes that laws governing our activities are complex and evolving. It would be impossible to reiterate all applicable laws and regulations in a document such as this. Accordingly, it is essential that all employees be familiar with the applicable laws that govern their respective activities. Ongoing training and self-development are required to make certain that we all keep our skills and knowledge level up-to-date.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, or becomes aware of suspected violations or questionable

conduct, the matter should be discussed openly with your immediate supervisor and, if necessary, with MFM management for advice and consultation.

Gifts or gratuities from any vendor, supplier or other person doing business with MFM cannot be accepted by any employee as it may give the appearance of influence regarding their business decision, transaction, or service. Please discuss expenses paid by such persons for business meals or trips with the President in advance. Gifts of nominal value from patients, such as flowers or candy, can be accepted and shared with the entire department.

Compliance with this policy of business ethics and conduct is the responsibility of every MFM employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

### **2.3 Company Facilities**

#### **Moscow Family Medicine Division**

623 S Main St, Moscow, ID 83843

2500 W A St, Moscow, ID 83843

831 Ash St, Moscow, ID 83844

### **2.4 Revisions to Handbook**

This employee handbook is our attempt to keep you informed of the terms and conditions of your employment, including MFM policies and procedures. The handbook is not a contract. MFM reserves the right to revise, add, or delete from this handbook as it determines to be in its best interest. When changes are made to the policies and guidelines contained herein, we will endeavor to communicate them in a timely fashion, typically in a written supplement to the handbook distributed via email, in a posting on company bulletin boards and/or the company intranet.

## **3.0 Employment Policies and Practices**

### **Workplace Investigations**

All employees are expected to report any observed conduct that is in violation of MFM's policies. Employees are also expected to fully cooperate when requested to do so as part of any workplace investigation, including but not limited to being interviewed, providing requested statements and written documentation and specifying witness names.

### **Equal Opportunity Statement**

MFM is committed to the principles of equal employment. An applicant's or employee's race, color, citizenship, religion, national origin, age, gender, disability, sexual orientation, genetic information or military status will have nothing to do with any employment-related decisions at MFM. Employees who feel they have observed or experienced a violation of this

policy should report their concerns to their supervisor or Human Resources. MFM will make reasonable accommodation for known religious beliefs as well as for known disabilities as defined in the Americans with Disabilities Act. All requests should be directed to Human Resources.

### **Harassment**

MFM strives to create and maintain a work environment in which people are treated with dignity, decency and respect. The environment of the MFM should be characterized by mutual trust and the absence of intimidation, oppression and exploitation. Employees should be able to work and learn in a safe, yet stimulating atmosphere. For that reason, MFM has a strict policy against all types of workplace harassment. MFM prohibits harassment, which is defined as unwelcome conduct directed toward a person's gender, race, age, disability, religion, genetic information, sexual orientation, national origin or military status that substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment. The policy applies to conduct of employees, managers, vendors and customers and third parties.

Sexual Harassment: Unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1) Submission to the conduct is made either an explicit or implicit condition of employment.
- 2) Submission to or rejection of the conduct is used as the basis for employment, salary, or other benefit changes affecting the harassed employee; or
- 3) The harassment unreasonably interferes with a person's work performance or creates an intimidating, difficult, hostile, or offensive work environment to the victim.

Any employee who feels he or she has been harassed in violation of this policy or has observed any employee or third party harassing someone should promptly report the matter to Human Resources. Violations of this policy will result in disciplinary action, including possible termination. Retaliation for reporting alleged harassment will not be tolerated.

### **3.1 Employment Categories**

#### **Exempt and Nonexempt Employees**

If you are classified as an exempt employee at the time of your hiring, you are not eligible for overtime pay. Nonexempt employees are entitled to minimum wage and overtime pay.

An employee's exempt or nonexempt status classification may be changed only upon written notification by MFM management. If you have a question regarding whether you are an exempt or nonexempt employee, contact your supervisor for clarification.

**Regular Full-Time Employees**

Regular full-time employees are those who are not in a temporary or introductory status and who are regularly scheduled to work at least 30 hours per week. Generally, they are eligible for MFM's benefit package, subject to the terms, conditions, and limitations of each benefit program.

**Regular Part-Time Employees**

Regular part-time employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than 30 hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance) and some, but not all, of MFM'S other benefit programs.

**Introductory Employees**

Introductory employees are those whose performance is being evaluated to determine whether further employment in a specific position or with MFM is appropriate. Employees who satisfactorily complete the introductory period will be notified of their new employment classification.

**Temporary or PRN (as needed) Employees**

Temporary employees are hired for a specific period or specific work project. They may work a full-time or part-time schedule. MFM reserves the right to extend the duration of temporary employment where necessary. Employment beyond initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. Temporary employees receive all legally mandated benefits, such as worker's compensation insurance and Social Security, but are not eligible for any other MFM's benefits unless specified otherwise in this handbook or in the benefit plan summaries.

**Contractual Employees**

Contractual employees are those who work with MFM under a written employment contract. Most often, these employees are members of the medical staff. The terms of each contractual employee's contract will determine the rules under which their employment will be administered. Except as expressly modified by the terms of the contractual employee's written contract with MFM, this personnel manual will apply to their employment situation.

**3.2 Disability Accommodation**

MFM does not discriminate against any applicant or employee in hiring or in the terms, conditions, and privileges of employment due to physical or mental disability.

Qualified applicants or employees who inform MFM of a physical or mental disability requiring accommodation in order for them to perform the essential functions of their jobs should inform Human Resources of this so that we can together discuss what accommodations are available and appropriate.

Procedure for reasonable accommodation requests:

- Employee advises Human Resources of the need for accommodation.
- Employee completes a Request for Accommodation form and gives it to Human Resources.
- MFM will provide the Employee a Reasonable Accommodation form that the employee will need to have completed by the employee's medical provider.
- The accommodation request will be evaluated to determine if it is reasonable.
- Please note that removal of an essential job function is not a reasonable accommodation.

MFM will consider the request but reserves the right to offer its own accommodation to the extent permitted by law. Some, but not all, of the factors that MFM will consider are cost, the effect that an accommodation will have on current established policies, and the burden on operations -- including other employees -- when determining a reasonable accommodation.

### **3.3 Religious Accommodation**

is dedicated to treating the religious diversity of all our employees equally and with respect. Employees may request an accommodation when their religious beliefs cause a deviation from GMC, MFM's dress code, schedule, basic job duties, or other aspects of employment. GMC, MFM's will consider the request but reserves the right to offer its own accommodation to the extent permitted by law. GMC, MFM's will make a reasonable accommodation to the extent it does not create a hardship on the business. Removal of an essential job function is not considered a reasonable accommodation. Some, but not all, of the factors that GMC, MFM will consider are cost, the effect that an accommodation will have on current established policies and the burden on operations, including other employees, when determining a reasonable accommodation.

Religious accommodation request forms are available from Human Resources.

### **3.4 Conflicts of Interest**

An actual or perceived conflict of interest may exist when the following occur:

1. An employee's personal activities or financial affairs adversely impact an employee's ability to exercise good judgment and/or act in the best interest of GMC, MFM.
2. Where an employee is in a position to influence a company decision that may result in a personal gain for that employee or for a relative as a result of business dealing.
3. When an employee is romantically involved and/or dating a subordinate staff member. No dating or romantic relationship is permitted where one of the employees reports either directly or indirectly to the other person involved in the dating/romantic relationship.
4. When an employee is related by blood, adoption or marriage to a direct report.

Anyone involved in any of the types of relationships or situations described in this policy shall disclose the potential conflict to Human Resources so that a determination can be made as to whether a conflict actually exists as well as what measures will be taken to resolve the conflict.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship. This policy applies to all employees without regard to the gender or sexual orientation of the individuals involved.

### **3.5 Job Descriptions**

Moscow Family Medicine attempts to maintain a job description for each position. If you do not have a copy of a current job description you should request one from your supervisor. Job descriptions prepared by serve as an outline only. Due to the needs of business, you may be required to perform job duties not within your written job description. Furthermore, MFM may have to revise, add to, or delete from your job duties according to company needs. On occasion, MFM may need to revise job descriptions with or without advance notice to the employee.

If you have any questions regarding your job description, or the scope of your duties, please speak with your supervisor or Human Resources.

### **3.6 New Employees and Introductory Periods**

The first 90 days of your employment is considered an introductory period. During this period, you will become familiar with MFM and your job responsibilities. During this time, we will have the opportunity to monitor the quality and value of your performance and make any necessary adjustments in your responsibilities. Your introductory period with MFM can be shortened or lengthened as deemed appropriate by management and Human Resources. Completion of this introductory period does not imply guaranteed or continued employment. Nothing that occurs during or after this period should be construed to change the nature of the "at-will" employment relationship.

### **3.7 Rehired Employees**

Former employees who are rehired within 6 months of their termination date will be able to retain their accumulated tenure at MFM for the purpose of benefits eligibility and PTO accrual rates and are not required to complete another introductory period.

Former employee who are rehired more than 6 months after their termination date are treated as a new hire will start at the beginning of the benefit schedule and will also be required to complete another introductory period.

There are certain exceptions to the 401(k) plan, which is subject to the terms and conditions of the plan, and MFM provided health insurance, which is subject to the terms and conditions of the plan and applicable law. For eligibility and vesting information for the current effective MFM retirement plan and MFM provided health insurance, please contact Human Resources or see the Summary Plan Document (SPD).

### **3.8 Training Program**

In most cases, and for most departments, employee training is done on an individual basis by the department manager. Even if an employee has had previous experience in their specified functions, it is necessary for them to learn our specific procedures, as well as the responsibilities of the specific position. If you ever feel you require additional training, please consult your supervisor or department manager.

### **3.9 Employment Authorization Verification**

All new hires and current employees are required by federal law to verify their identity and eligibility to work in the United States. You will be required to complete federal Form I-9 on the first day of employment. If this form and verification of employment eligibility is not completed during the first three days of employment, we are required by law to terminate your employment. If you are currently employed and have not complied with this requirement or if your status has changed, please inform your supervisor.

Former employees who are rehired must also complete the form if they have not completed an I-9 with MFM within the past three years, or if their previous I-9 is no longer retained or valid.

If you are authorized to work in this country for a limited period of time, before the expiration of that period, you will be required to submit proof of your employment authorization and sign another Form I-9 to remain employed by MFM.

### **3.10 Employment Contracts**

No supervisor or other representative of MFM other than its CEO has the authority to enter into an agreement for employment for a specified period of time or make any agreement contrary to the policies contained in this manual.

## **4.0 Compensation, Breaks and Reimbursement Policies**

### **4.1 Introduction**

Compensation for every position is determined by several factors, including the essential duties and responsibilities of the job, individual effort, profits and market forces. MFM periodically reviews its salary administration program and restructures it as necessary. Merit-based pay adjustments may be awarded in conjunction with superior employee performance documented by the performance evaluation process.

Employees should bring their pay-related questions or concerns to the attention of their immediate supervisors or Human Resources.

### **4.2 Paycheck Deductions**

MFM is required by law to withhold certain deductions from your paycheck. This includes income and unemployment taxes, FICA contributions (Social Security and Medicare) as well as any other deductions required under law or by court order for wage garnishments. The amount of your tax deductions will depend on your earnings and the number of exemptions you list on your federal Form W-4 and applicable state withholding form. You may also authorize voluntary deductions from your paycheck, including contributions for insurance premiums, retirement plans, spending accounts, or other work or benefit-related services, if done so in writing. Your deductions will be reflected in your wage statement.

Contact the Payroll Department or Human Resources for any questions about your paycheck.



### 4.3 *Payment of Wages*

Employees are paid biweekly on every other Thursday. Each paycheck will include earnings for all work performed through the end of the previous payroll period. If a payday falls on a business day that is subject to a holiday closure, payday will be the day before the closure. For your protection, paychecks will only be given to the employee unless a written authorization directing otherwise is on file with Human Resources.

We encourage all employees to enroll in direct deposit. If you would like to take advantage of direct deposit, ask the Payroll Supervisor or Human Resources Director for an application form. Typically, the direct deposit will begin on the payroll immediately following the submission of the direct deposit form.

Catalyst Medical Group does not make payroll advances or loans.

### 4.4 *Nonexempt Employees Timekeeping Requirements*

We want to ensure that non-exempt employees are paid for all work performed for MFM. Please keep in mind that time worked is all the time actually spent performing job-related duties.

Federal and state laws require us to keep accurate records of hours worked by nonexempt employees in order to calculate employee pay and benefits. Accurately recording time worked is the responsibility of every nonexempt employee. Nonexempt employees should accurately record the time they begin and end their work, including before and after meal periods and any other personal departures from work.

Employees are prohibited from performing work off the clock.

Any timecard concerns shall be reported to your supervisor in order to avoid paycheck errors.

### 4.5 *Travel Time Pay – Nonexempt Employees*

#### **General Rules:**

- Home-to-work and work-to-home travel is not compensable.
- Job site to job site during the workday is compensable, as is traveling to an outlying job at the end of the scheduled workday.
- When an employee is sent out of town for **one day on an assignment**, the employee need not be paid for the time spent in traveling between the employee's home and the local railroad, bus, or plane terminal, but must be paid for all other travel time, except unpaid meal periods of at least thirty uninterrupted minutes or more.
- All time, other than commuting, spent driving on business will be paid, regardless of when it occurs.
- When employees travel as a *passenger* to stay **overnight** on business, they must be paid for time spent in traveling, except for meal periods, during the employee's **normal working hours** even on their **non-working days**, such as Saturdays, Sundays, and holidays, as well as on their regular working days. They need not be paid for traveling outside those hours, except for any time they might spend in performing duties. The employee must, however, be traveling as a passenger on an airplane, train or automobile.

Additionally, the employee must be able to use this travel time as his or her own "free time" and cannot be performing work for the benefit of the employer.

Note: Additionally, any time an employee performs work for the benefit of his or her employer while traveling, the employer must compensate the employee for hours worked. Employees are responsible for accurately tracking, calculating and reporting travel time on their timesheets in accordance with this policy.

Meal periods of at least 30 minutes uninterrupted time should be deducted from all travel time.

If an employee requests a specific travel itinerary or mode that is different from the one authorized, only the estimated travel time associated with the authorized schedule, route and mode of transportation should be reported on the timesheet.

#### **4.6 Travel Expenses**

Travel expenses are the reasonable and necessary expenses incurred by employees when traveling on approved MFM business trips. Company travel is limited to business activities for which other means of communication is inadequate and for which prior approval of the employee's supervisor has been received.

#### **Advances**

MFM does not generally provide cash travel advances. Employees are expected to use personal credit cards and/or their own cash and submit their approved expenses on the standard Expense Report Form.

#### **Travel Expenses**

MFM pays the actual amounts incurred for appropriate expenses when employees are on travel assignments. Examples of typical expenses include the following:

- Airline tickets.
- Meals and lodging.
- Car rental, bus, taxi, parking.
- Telephone and fax.
- Business supplies and services.
- Associated gratuities.
- Other expenses necessary to achieve the business purposes.

#### **Family Members**

MFM will not pay the travel expenses of spouses or other family members unless their presence is necessary to the business purpose of the business trip. These expenses need to be approved in advance in writing by the Chief Executive Officer.

#### **Air Travel**

Employees are to use economy or tourist class fares when traveling on MFM business. In addition, private, noncommercial aircraft or chartered aircraft is not to be used, and no more than two MFM officers should travel together on the same flight.

#### **Hotels**

Neither in-room movies nor refreshment bars are approved MFM expenses.

**Insurance**

MFM does not pay for personal travel insurance for employees.

**Rental Cars**

Employees are to use rental firms having existing relationships with MFM and, where feasible, have negotiated discounted rates. Reasonable transportation that is available is to be used in lieu of a rental car.

**Employee Reporting**

Employees are to report their approved expenses on the standard Expense Report Form and must include a description of the expense, its business purpose, date, place, and the participants. Detailed receipts need to be submitted for each expense reported on the Expense Report Form.

**4.7 Overtime - Nonexempt Employees**

The 7-day workweek for overtime calculation purposes is Sunday through Saturday. While we appreciate your need for a regular schedule, there may be occasions where employees are required to work in excess of 40 hours per workweek. All non-exempt employees will be paid time and one-half the regular rate for hours worked in excess of 40 hours per week. Your supervisor must approve overtime in advance. Only time actually worked is considered when calculating the total hours worked each week for overtime purposes (e.g., PTO time off cannot be used to get to overtime hours). Working unauthorized overtime is strictly prohibited and will result in disciplinary action, including possible termination of employment.

**4.8 Attendance Policy**

Regular attendance during all scheduled hours of work, reporting to work on time and continuing to work to the end of the work period is expected of every employee. If, for any reason, you are unable to report to work at your scheduled time, you are expected to notify your supervisor by phone as far in advance as possible, giving your supervisor at least 30 minutes notice ahead of your scheduled time, so that arrangements can be made to cover your responsibilities. Notifying your supervisor by text may be allowed and is subject to supervisor discretion. Unless there is an emergency, relatives and friends are not to call on behalf of the employee.

Poor attendance and excessive tardiness are disruptive even if PTO is used. Either may lead to disciplinary action, up to and including termination.

Additionally, unpaid time off is only granted subject to a leave request. Failing to show for work without any earned PTO to cover the time off and without obtaining special pre-approval is not permitted.

This policy is not applicable to employees on approved military leave, family medical leave or jury duty. Employees who do not show or call for 2 consecutive workdays will be deemed to have resigned.

#### **4.9 Rest and Meal Periods – Nonexempt Staff**

Although not required by law, your supervisor may allow a 15-minute paid break period in the morning and afternoon if the department can function properly. Time is measured from the time you leave your workstation to the time you resume work and is not cumulative. You are responsible for seeing that your absence during break time does not create a problem. Employees shall not leave the premises while on the clock on a break.

An unpaid meal period of at least 30 minutes will typically be provided during the middle portion of the day. Non-exempt employees are prohibited from performing active or passive duties while off of the clock for lunch. They are also required to take a full 30 minutes; otherwise, the time must be paid. This lunch break may not be made available to some employees who are assigned to work with a medical provider who works through the lunch break time. The medical providers and staff of MFM recognize that due to scheduling and patient flow, it is necessary for everyone to be flexible when taking lunch and breaks.

#### **4.10 Accommodations for Working Mothers**

MFM will provide nursing mothers reasonable break time to express milk for their infant children for up to one year following the child's birth. Non-exempt employees will not be compensated for this time, and therefore, shall clock in and out when taking a lactation break. MFM is not obligated to allow the employee to make up time either before or after work to cover this time off. As with any break, unauthorized use or abuse of the time off or time clock reporting will result in disciplinary action.

To ensure privacy, nursing mothers will be provided a private room, other than a restroom, to express their milk. The room will be clearly designated and either have a lock or a sign on the door to indicate when the room is in use. Employees may also opt to express breast milk in their own private office, but may not do so in a public place, including unenclosed cubicles.

Nursing mothers will also be provided a refrigerator to store their breast milk. Employees are responsible for labeling their milk with their name and the date on which the milk was expressed.

Nursing mothers are encouraged to discuss the length and frequency of breastfeeding breaks with their supervisor or Human Resources.

An employee who intends to express milk during work hours must give either Human Resources or her supervisor written notice of her intention to do so in order to allow the employer adequate time to make the preparations necessary for compliance.

Employees who have any questions or concerns regarding this policy should contact their supervisor or Human Resources.

#### **4.11 Compensatory Time**

Catalyst Medical Group does not grant compensatory time to non-exempt employees. Compensatory time is defined as time off granted to an employee during one pay period in consideration for time worked and "banked" in another pay period.

#### **4.12 Shift Differentials - Nonexempt Staff**

The Shift Differential Policy allows for extra compensation to nonexempt employees who are scheduled on a regular, rotating or sporadic basis to work during the evening.

Evening hours will be compensated at an additional 10% above the employee's normal rate. Overtime hours worked outside the specified shift will be paid at one and half times the adjusted regular rate.

Evening hours begin at 5 PM and an employee must work a full hour past 5 PM to earn the shift differential rate. For example, an employee who works until 5:30 PM will be compensated entirely at their normal rate. An employee who works until 6:30 PM will earn 1.5 hours of the shift differential rate.

PTO and holiday pay will be paid at the employee's hourly rate.

#### **4.13 On-Call Pay – Nonexempt Staff**

MFM will provide "on-call" compensation to a nonexempt employee who maintains his or her availability during off-duty hours to come back to work to perform emergency or needed tasks. For every full day an employee is "on-call," the employee will be paid a flat rate of \$20.00. In the event that an employee is called in to work on a day they are "on-call," they will receive their "on-call" pay in addition to their normal wages.

Employees in the following employment classifications are eligible to receive on-call pay:

- Regular full-time employees
- Regular part-time employees

The supervisor of each designated department will decide specifically which employee(s) in each job title will be assigned to take call and receive the additional compensation.

Call pay cannot be taken when an employee is:

- Taking vacation, holiday, birthday or personal day.
- Absent for illness.
- Absent for funeral leave.
- On a leave of absence.
- Not able or available for work.

If an employee is called back to work, this work time will be paid at the employee's hourly rate.

## **5.0 Standards of Conduct, Performance, Discipline and Termination**

### **5.1 Performance Improvement**

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are typically conducted at the end of an employee's initial period in any new position. This period, known as the

introductory period, allows the supervisor and the employee to discuss the job responsibilities, standards, and performance requirements of the new position. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. You may also specifically request that your supervisor assist you in developing a performance improvement plan at any time.

Performance evaluations are scheduled approximately every 12 months, generally coinciding with the anniversary of the employee's original date of hire. Your supervisor may request other individuals, such as medical providers, to give input into your performance evaluation. All formal performance reviews will be summarized in writing and you will be asked to acknowledge that you have reviewed the document. The performance review will be retained in your personnel file.

A positive job performance review does not guarantee a pay raise or continued employment. Pay raises and promotions are based on numerous factors, only one of which is job performance.

## **5.2 Promotions and Transfers**

Promotions and transfers are defined as moving to an entirely new job classification – i.e., going from a MA to a CMA is not a promotion or transfer to a new job position.

### **Promotions**

In an effort to match you with the best job for you and to meet the business needs of MFM, you may be promoted from your current job. It is MFM's policy to promote from within the company only when the most qualified candidate is available. Promotions are made on an equal opportunity basis according to employees possessing the needed skills, education, experience, and other qualifications that are required for the job.

### **Transfers**

MFM may transfer your employment from one position to another with or without notice, as required by production or service needs, or upon request by an employee and management approval. The employee will be advised whether the transfer is temporary or permanent in nature.

### **New Position Introductory Period**

All employees promoted or transferred into new job positions will undergo a 90-day introductory period as described in the New Employees and Introductory Periods section. Unlike new hires, however, such employees will continue to receive MFM benefits for which they are eligible. If you are terminated from the new job position, you are not entitled to return to the previous position.

## **5.3 Pay Raises**

Depending on MFM's financial health and other factors, efforts will be made to give pay raises consistent with company profitability and employee job performance. MFM may also make individual pay raises based on merit or due to a change of job position.

#### **5.4 Temporary Reduction in Workforce During Provider Absence**

It is reasonable that physicians/providers take vacations or leaves of absence occasionally. If the physician/provider you are assigned to work with is gone for any period of time, your supervisor may schedule you in other departments, for which you are qualified, in order for you to keep your hours, if hours are available. If no other schedule or reassignment is available, you may be required to take a leave of absence during the provider's absence. For that reason, we do not require that you have to use your Paid Time Off (PTO) to fill this lost time, although you can use your PTO if you wish.

#### **5.5 Standards of Conduct Expectations and Discipline**

##### **Discipline**

MFM believes that a successful business depends upon each employee's commitment to be responsible and accountable for his or her own behavior. Anyone who does not live up to this commitment will be held accountable by oral or written warning, suspension or separation of employment. The use of a progressive discipline process is optional, and each step may not be followed in any particular order or in any order at all. Nothing in this policy restricts MFM's right to terminate employees at any time, with or without notice, for any or no reason.

##### **Respectful Treatment of Others**

Each of us at MFM expects our co-workers, employees and managers to treat staff members, vendors, customers and other third parties in a professional and respectful manner. Any conduct contrary to that will be considered conduct unbecoming of a MFM team member. If you feel you have been subjected to or have observed disrespectful and unprofessional treatment, we encourage you first to attempt to resolve the matter informally directly with the person. If your efforts to informally resolve the conduct are not successful, please schedule a meeting with Human Resources to discuss your concerns.

Employees are not to engage in behavior that would be detrimental to MFM's business and/or reputation or that would constitute a violation of company policies or jeopardize the safety of others. Any conduct, behavior, or attitude inconsistent with these principles may result in disciplinary action or termination of the employment relationship.

##### **Convictions/Arrests**

Employees who are arrested for any alleged crime must report the arrest immediately to Human Resources within one business day of the arrest. Convictions (e.g., no contest, found guilty, guilty plea or withheld judgment) to any crime (felony or misdemeanor) must be reported to Human Resources in writing within 24 hours of the conviction.

**Any disciplinary action is not dependent upon the disposition of any case in court.**

**Employees are expected to be on the job, ready to work, when scheduled. Inability to report to work as scheduled as a result of an arrest may lead to disciplinary action, up to and including termination of employment, for violation of an attendance policy or job abandonment.**

#### **5.6 Drug and Alcohol Policy**

MFM has a strong commitment to help provide a safe workplace for its possession of alcohol, drugs or said paraphernalia on Company time or property and/or work sites. This policy forbids reporting to work or working while under the influence of alcohol or drugs. It

also prohibits the unauthorized use of prescription drugs and the use of any legally obtained drugs (prescriptions or over-the-counter medications) when such use adversely affects job performance or safety.

MFM also prohibits employees from testing positive for illegal drugs, alcohol and marijuana. Therefore, those substances should not be in an employee's system while working.

This prohibition applies even when an employee possesses a medical marijuana card or consumed marijuana when present in a State that permits such usage.

Employees who are taking prescription drugs or over-the-counter drugs that may affect their performance should discuss their situation with Human Resources and obtain permission before beginning work. Employees shall not disclose their underlying diagnosis or the name of the medication they are taking; however, they may be required to provide properly written medical authorization from a physician to work while using such authorized medications.

If an employee suffers from alcohol or drug dependency, we strongly encourage you to seek assistance from Human Resources. If the employee self-refers prior to being asked to submit to a drug test, testing positive, jeopardizing safety, or impacting performance, then a leave of absence may be considered. Self-referral cannot be used to avoid an already committed disciplinary action.

Where the law permits, MFM reserves the right to conduct the following alcohol and drug testing: random testing, pre-employment screening, specific incidents, reasonable cause, fitness for duty and post-accident. A positive, diluted or tainted test result will result in disciplinary action, up to and including termination. Refusal to submit to testing when requested will result in immediate termination of employment.

A decision to allow the employee to seek help through a leave of absence and/or treatment options rather than be terminated will be based upon the totality of the circumstances and is at the sole discretion of MFM. Furthermore, any reinstatement is at MFM's sole discretion and subject to the employee agreeing to sign a last chance agreement.

### **Tobacco Usage and Smoking**

MFM is strongly committed to maintaining and improving the health and well-being of all employees; therefore, employees have the right to work in an environment free of the hazards of tobacco smoke. To protect the health of all our employees, smoking and other tobacco usage are not permitted in the company's buildings and facilities. Vaping and e-cigarettes are also prohibited. Additional breaks are not provided for this purpose.

### **5.7 Problem Solving Procedure**

**Note:** For violations of the Equal Opportunity Statement (Discrimination) and Harassment policies, please follow the complaint procedure set forth in those policies.

Employees are encouraged to discuss freely and fully with their immediate supervisor or department director any questions concerning wages, hours, working conditions, or job duties. It is anticipated that misunderstandings and problems, which arise, will be solved in these open and frank discussions. However, if there are matters that cannot be satisfactorily resolved by such a complaint, it may be addressed by higher levels of Administration.

Misunderstandings between coworkers will be addressed by the supervisor of the department, the Human Resources, or the CEO.

Employees who feel the need to file a grievance may do so by completing an Employee Grievance Form, located in Human Resources. The employee will be required to specify the



law or policy believed to be violated. In addition, the employee will be requested to document:

- Date and time complaint occurred.
- A statement of the complaint and the facts upon which it is based, including reference to the appropriate MFM policies where applicable.
- The remedy or correction the employee is requesting.

The CEO, or their designate, shall investigate the complaint and render a final decision and endeavor to respond within ten working days from the receipt of the written complaint. Because the full responsibility for the operation of MFM has been delegated to the CEO, any decision rendered in a problem situation by the CEO will be regarded as final. If the complaint is against the CEO, Human Resources and the Board of Directors will be assigned to address the complaint.

### **5.8 Outside Employment**

Outside employment which creates a conflict of interest or which affects the quality or value of your work performance or availability at MFM is prohibited. Any conflicts should be reported to your supervisor. MFM recognizes that employees may seek additional employment during off hours, but expects, in these cases, that any outside employment will not affect job performance, work hours, or scheduling, or otherwise adversely affect the employee's ability to effectively perform his or her duties. Outside employment is prohibited when an employee is on a leave of absence from MFM unless specifically pre-approved in writing. Employees may not receive any income or material gain from individuals outside MFM for materials produced or services rendered while performing their jobs at MFM.

### **5.9 Employment Termination**

Termination of employment is an inevitable part of personnel activity within any organization, and it may be due to resignation or involuntary termination. We ask that you return all MFM property at the time you leave.

All accrued, vested benefits that are due and payable at termination will be paid as soon as possible. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

### **Providing Notice**

Although providing notice is not required, we request that nonexempt employees provide their supervisor at least two weeks written notice prior to their voluntary resignation. Exempt employees should provide at least four weeks written notice of their intent to resign. If you choose not to provide notice as requested, you may become ineligible for rehire with MFM.

Employees planning on retiring should notify administration as early as possible to ensure that there is adequate time to arrange for payments from the retirement plan.

### **5.10 Exit Interview**

You may be asked to participate in an exit interview when you leave MFM. The purpose of the exit interview is to provide management with greater insight into employee relations and to help MFM become aware of any areas needing improvement. Your cooperation in the exit interview process is appreciated. All information will be kept as confidential as reasonably possible and will in no way affect any reference information that MFM will provide another employer about you.

### **5.11 Post-Employment Reference Policy**

MFM policy is to provide prospective employers with references only for employees who have worked for the MFM within the past three years.

MFM policy is to confirm dates of employment and job title only. Please forward any requests for employment verification to Human Resources. No other manager, physician, provider, supervisor or employee is authorized to release references and/or verification of employment for current or former employees.

## **6.0 General Policies**

### **6.1 Driving Record**

All employees required to operate a motor vehicle as part of their employment duties must maintain a valid driver's license, automobile insurance and acceptable driving record. MFM may run a motor vehicle department check to determine an employee's driving record.

State law requires all motorists to carry auto liability insurance. It is against the law to drive without insurance. Employees using their own vehicle as a part of their employment duties must provide management with a current proof of insurance statement or card. A new proof of insurance is required every time your policy expires and renews.

It is your responsibility to provide a copy of your current driver's license and proof of insurance for your personnel file. Any changes in your driving record or insurance, including, but not limited to, driving infractions, must be reported to MFM.

Travel between the employee's home and primary office is not considered to be business travel. Employees are not authorized to use personal vehicles for business travel without authorization. Every attempt should be made to utilize the use of courier and delivery services in order to avoid hazard of liability and the time away from work. Employees will be reimbursed for vehicle use at the standard IRS mileage rate. The CEO must authorize any deviation from this policy.

### **6.2 Personnel Records**

Personnel Files are company property and include employment-related documentation. In order to protect your privacy, access is on a "need to know" basis. If you would like to review your file, please ask Human Resources. Rest assured that personnel files are valued as private, and thus will not be released to anyone absent a court order or subpoena. It is the employee's responsibility to inform the administrative office of any changes in the tax

status, address, home phone numbers, etc. and to provide the properly completed forms necessary for such changes.

### **6.3 Employee Privacy and Right to Inspect**

Company property, including but not limited to, lockers, phones, computers, tablets, desks, work place areas, vehicles, or machinery, remains under the control of MFM and is subject to inspection at any time, without notice to the employee, and without the employee's presence. Employees should have no expectation of privacy in any of these areas. We assume no responsibility for the loss of, or damage to, any employee property maintained on company premises including that kept in lockers and desks.

MFM may provide lockers for the personal possessions of its employees, where available. These lockers should be maintained in a clean and sanitary condition. As part of the employee's privilege for use of these lockers, employees must agree to allow MFM to inspect or otherwise gain access to the locker and its contents at any time, with or without notice to the employee, and without the employee's presence.

### **6.4 Voicemail, Email, and Internet Policy**

This Voicemail/Email/Internet Policy is intended to provide each employee of MFM with the guidelines associated with the use of the company's voicemail/email/Internet system (the System). This policy applies to all employees, contractors, vendors, partners, or associates, and any others accessing and/or using the company's system through onsite or remote terminals.

All workplace policies and applicable laws apply to use of the System.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

### **General Provisions**

- The system, and all data transmitted or received through the system, are the exclusive property of MFM. No individual should have any expectation of privacy in any communication over this system. Any individual permitted to have access to MFM's system will be given a voicemail, email and/or Internet address and/or access code, and will have use of the system, consistent with this policy.
- MFM reserves the right to monitor, intercept, and/or review all data transmitted, received, or downloaded over the system. Any individual who is given access to the system is hereby given notice that MFM will exercise this right periodically, without prior notice and without the prior consent of the employee.
- MFM's interests in monitoring and intercepting data include, but are not limited to: protection of company trade secrets, proprietary, and similar confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.); managing the use of the company's computer system; and/or

assisting the employee in the management of electronic data during periods of absence. No individual should interpret the use of password protection as creating a right or expectation of privacy. In order to protect everyone involved, no one can have a right or expectation of privacy with regards to the receipt, transmission or storage of data on the MFM Voicemail/Email/Internet system.

- Employees should ensure that no personal correspondence appears to be an official communication of MFM since employees may be perceived as representatives of MFM and, therefore, damage or create liability for the company. All outgoing messages, whether by mail, facsimile, e-mail, Internet transmission, or any other means, should be accurate, appropriate, and work-related.
- Improper use of MFM communications services and equipment will result in discipline, up to and including termination and potential legal recourse.

### **Voicemail**

- Treat others with respect when leaving messages. Please do not leave curt and/or last minute messages for anyone.
- Do not use the voicemail system to "hide" from co-workers or customers. If you are at your desk, you are generally expected to answer your telephone. **However, if you have a patient standing in front of your desk, that patient takes priority over the telephone call.**
- Employees are not to use the voicemail system for personal use except for serious emergencies.

### **Email**

- Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other nonbusiness matters.
- Users may not use e-mail to send MFM proprietary or confidential information to any unauthorized person or entity.
- Employees are not permitted to send, receive or view personal email on a MFM computer.
- Except for authorized personnel, no one is permitted to access another person's email without consent. Anonymous messages are not to be sent. Aliases are not to be used.

### **Internet**

Internet access to global electronic information resources is provided by MFM to assist employees in obtaining work-related data and technology. All Internet usage is limited to job-related activities. **Personal use of the Internet is not permitted.**

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of MFM and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of MFM. As such, MFM reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

Internet users should take the necessary anti-virus precautions before downloading or copying any file from the Internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

It is unacceptable and illegal for users to download or transmit copyrighted materials without permission from the owner of the copyright of those materials. Employees may not import, copy or store copyrighted materials without permission from the author. Even if materials on the Network or the Internet are not marked with the copyright symbol, ©, you should assume that they are protected under copyright laws unless there is explicit permission on the materials to use them. Employees are prohibited from downloading copyrighted software from the Internet.

Abuse of the Internet access provided by MFM in violation of law or MFM policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Attempting to break into the computer system of another organization or person
- Using the Internet for political causes or activities, religious activities, gaming, instant messaging, shopping or any sort of gambling

- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Engaging in any other illegal activities

Any employee who violates the policies in this handbook will be subject to corrective action, up to and including termination of employment. If necessary, MFM will also advise law enforcement officials of any illegal conduct.

### ***6.5 Healthcare related Computer Security and Copying of Software***

Computers are a powerful and valuable healthcare tool. MFM depends upon the computers and servers as an integral part of patient care. This policy outlines Catalyst Medical Group's expectations in regards to the computers. Employees must conduct themselves in a manner that does not distract from or disrupt the patient-care process and failure to do so will result in discipline, up to and including termination.

#### **Purpose**

To protect the confidentiality, integrity and security of patient information in the electronic medical record (EMR) accessed via desktop icons, through the use of a unique and private user identification code/username and password.

#### **Access**

Healthcare information can be accessed by authorized persons to support patient care, peer review, quality improvement, risk management, reimbursement claims, clinical research, education and other legitimate requests.

Any unauthorized use or disclosure of patient information is strictly prohibited. Access to various categories of patient information is based on need and defined by job title and function. MFM reserves the right to refuse access to the electronic medical record until proof of authorization is obtained.

Authorized persons will be issued a unique user identification code and password to access the Catalyst Medical Group Network and Practice Management System and Electronic Medical Record. The username provides appropriate access levels and serves as an electronic mechanism for tracking/auditing access and entries to the EMR. **THESE ARE PRIVATE IDENTIFICATION CODES AND ARE NOT TO BE SHARED OR MADE PUBLIC.**

Authorized persons will be issued a unique email account and password. The email system is solely for the purpose of conducting MFM business. Catalyst Medical Group's confidential information must not be shared outside of the company, without authorization, at any time. Employees are also not to conduct personal business using the company computer or email. Use of the MFM email system is for work use only. Keep this in mind, as you consider forwarding non-business emails to associates, family or friends. Non-business related emails waste company time and attention. Patient information is prohibited from being sent within the email system. If patient identification is necessary, the chart ID will be the only

identifier used. All data sent, received or stored on the MFM's computer equipment shall be and remain the property of MFM.

Mobile devices that remotely have access to PHI shall be password/code protected.

Users must sign off or exit the Electronic Medical Record before leaving the workstation. If a user has any reason to believe that their sign-on code has been shared or compromised, they must immediately request to change their Network password and report the incident to their supervisor. Upon termination of employment with MFM or its affiliates, the user's sign-on code will become inactive.

Workstations accessing network resources which contain electronic protected health information shall be positioned in secure locations and locked when unattended.

Monitors should be positioned to prevent casual viewing by visitors, other employees, patients/residents, or other persons. Monitors located in direct view of non-employees should have a privacy screen.

Users must immediately report any suspected unacceptable use of a workstation, or the violation of any electronic security policy to their manager or the network administrator.

All data, information, work, product and correspondence created on a workstation is the property of MFM.

By using a company workstation or electronic service, the employee expressly consents to monitoring by MFM, agrees to comply with all limitations on the use of company equipment and electronic services, and understands that such equipment and services are not private.

No user should have any expectation of privacy regarding the matters conducted using a workstation. MFM has access to all workstations, electronic systems and the information that they contain. Tracking mechanisms have been put in place to verify that workstations are being used appropriately and in accordance with company policies. All such information will be monitored as necessary to assure efficient performance and appropriate use. MFM further reserves the right to inspect any workstation, electronic folder, e-mail repository/file, or instant messaging archive at any time for violations of this policy.

MFM will periodically review, track, and monitor workstation and electronic services usage to determine compliance with this policy, the company will review alleged violations of this policy on a case-by-case basis. All messages on the e-mail system can be traced to their author even after they are "deleted." MFM logs and monitors websites visited.

Internet/Intranet activity and all electronic services may be subject to discovery orders in litigation matters.

#### **Appropriate Use**

MFM computers are **NOT to be used for personal use at ANYTIME.**

Employees are not permitted to send, receive or view personal email on a MFM computer.

Software programs purchased and provided by MFM are to be used only for creating, researching, and processing company-related materials. By using MFM's hardware, software, and networking systems you assume personal responsibility for their use and agree to comply with this policy and other applicable MFM policies, as well as city, state, and federal laws and regulations.

All software acquired for or on behalf of MFM or developed by MFM employees or contract personnel on behalf of the company is and shall be deemed MFM property. It is the policy of MFM to respect all computer software rights and to adhere to the terms of all software licenses to which MFM is a party. The network administrator is responsible for enforcing these guidelines.

MFM users may not illegally duplicate any licensed software or related documentation. Unauthorized duplication of software may subject users and/or MFM to both civil and criminal penalties under the United States Copyright Act. To purchase software, users must obtain the approval of their manager. All software acquired by the company must be purchased through the Information Technology Department.

Users may not duplicate, copy, or give software to any outsiders including clients, contractors, customers, and others. MFM users may use software on local area networks or on multiple machines only in accordance with applicable license agreements entered into by MFM.

Unless supported by MFM, Instant messaging, chat, and Peer-to-Peer (P2P) file sharing programs are prohibited. Streaming music from any website is prohibited. No employee, vendor, or IT personnel may install software or "inappropriate files" on a computer or local network device in this office without prior permission from the network Administrator.

"Inappropriate files" include non-business-related MP3s, GIF files, games, executable, document files, and any other employee-installed software not approved by the network Administrator. Not only do such files consume valuable storage space and bandwidth, but they can also introduce damaging viruses into the network.

Transmitting, downloading, storing, or displaying any materials, messages, content, or correspondence that the company deems derogatory, defamatory, threatening, obscene, insulting, pornographic, including sexually explicit images, messages, cartoons or communications containing racial or ethnic slurs or epithets or anything that might be construed as harassment or offensive to others based on race, color, religion, sex/gender, age, national origin, disability, citizenship or veteran status, or any other legally protected category.

Employees are strictly prohibited from referencing or posting any patient PHI on social media sites, weblogs or similar forums.

Intentionally interfering with the normal operation of the company's internet gateway is prohibited.

## **Compliance**



The provisions of this policy, including any monitoring or inspection, may be implemented without further warning or notice. Failure to abide by the above policy can result in disciplinary actions including the discontinuation of computer privileges, job termination and legal recourse.

### **6.6 Social Media Policy**

The policies set forth in the employee handbook as well as all company values apply to on-line communications (including but not limited to Facebook, MySpace, YouTube, wikis, blogs, Twitter, chat rooms, etc.). Personal activities that affect performance or MFM's business interests/reputation are a proper focus for company policy. Employees are expected to exercise personal responsibility and respect whenever they participate in social media. Failure to do so may result in disciplinary action, including termination of employment.

Only those officially designated have the authorization to speak on MFM's behalf. Employees shall not work anonymously in online participation that relates to our company, our business or issues with which the company is engaged.

As a part of the MFM team, be thoughtful about how you present yourself in online social networks. Update your social profiles to comply with MFM guidelines. Use a disclaimer - "The postings on this site are my own and don't necessarily represent MFM's positions, strategies or opinions." Respect copyright and fair use laws and protect MFM's confidential and proprietary information.

Protect clients, patients, business partners and suppliers. When using social networks, never identify a client, partner or supplier by name or even indirectly without permission and never discuss confidential details of a client engagement.

You have the sole responsibility for what you post. Un-tag embarrassing photos. Change privacy settings to limit access by third parties. Anything referencing MFM or its workforce should add value. Social networks should not be used for internal communications among and/or about fellow employees. Employees are prohibited from using social networks while on work time. Employees have no reasonable expectation of privacy in using company resources.

Furthermore, MFM reserves the right to lawfully monitor employee use of social media regardless of location (i.e., at work on a MFM computer or on personal time with a home computer).

Anything you post or publish on-line must be factual. Use your best judgment when making posts. Failure to comply with this policy will result in disciplinary action, including possible termination of employment and legal action.

### **Posting Information**

When posting information:

- Maintain the confidentiality of MFM trade secrets and confidential company-related commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.).
- Do not create a link from your blog, website, or other social networking site to a MFM website that identifies you as speaking on behalf of MFM.
- Never represent yourself as a spokesperson for MFM. If the company is a subject of the content you are creating, do not represent yourself as speaking on MFM's behalf.
- Respect copyright, trademark, and similar laws and use such protected information in compliance with applicable legal standards.
- Clinicians should consider adding a notice that their posts do not constitute medical advice and that individuals should not post personal information. Clinicians should also be aware that giving medical advice over the internet to a patient in another state may constitute the unlicensed practice of medicine.
- Medical providers and clinicians are cautioned about connecting with ("friending") patients or patient families on social media networks. Use the same judgment as would apply to any other social interactions. Providers may choose to create a business or professional "fan" page separate from their personal social media pages as an alternative.

### **Media Contacts**

Employees should not speak to the media on MFM's behalf without contacting the Human Resources Department or the CEO. All media inquiries for official company responses should be directed to them.

### **For More Information**

If you have questions or need further guidance, please contact your Human Resources representative.

Nothing in this policy is designed to interfere with, restrain, or prevent non-management employee communications regarding wages, hours, or other terms and conditions of employment, or to restrain employees in exercising any other right protected by law.

### **6.7 Employee Suggestions/Open Door Policy**

We welcome suggestions for continued improvement and welcome your ideas for better ways to do your job, improve the services of our company, or meet customer and client needs. Discuss your ideas with your supervisor or another member of the management team.

We also encourage you to offer any suggestions derived from seminars or other outside sources of information you believe would add value to MFM.

Understand that any suggestions, innovations, inventions, or other matter created by you on work time or with MFM tools or property are considered to be the property of MFM.

### **6.8 Company Bulletin Boards**

MFM maintains an official bulletin board located at each of our physical locations for the purpose of providing employees with its official notices, legal workplace posters, changes in policies, and other employment-related notices. At times MFM may also post information of general interest to the employees on the bulletin board. Please keep informed about this material by periodically reviewing the MFM bulletin board. Only authorized personnel are allowed to add and remove notices from the official MFM bulletin board.

Some of our locations have a bulletin board for employee use, which is different than the official MFM bulletin board. Employee are encouraged to use this bulletin board within these guidelines:

- Employees may post items on this bulletin board (e.g., items for sale, services offered) if pre-approved by the Administrator, Departmental Directors, Coordinators, Human Resources or the Executive Committee.
- Items placed on these bulletin boards must be dated. Each item will remain on the bulletin board for 30 day and then the posting will be removed.

### **6.9 Non-solicitation/Non-distribution Policy**

We want to protect employees from feeling pressured to purchase items, donate to various fundraisers or be forced to read sales literature while at MFM. Therefore, neither employees nor third parties are permitted to solicit other employees for contributions or other personal purposes or distribute sales literature at any time on company property or during work time. The only exception is MFM may authorize the solicitation of funds for recognized charities or to pay respect to a particular employee. Nothing in this policy is intended to restrict an employee from engaging in protected concerted activity.

### **6.10 Personal Appearance**

Your personal appearance reflects on the reputation and integrity of MFM. All employees are required to report to work neatly groomed and dressed. You are expected to maintain personal hygiene habits that are generally accepted in the community, i.e. clean clothing, good grooming and personal hygiene, and appropriate social behavior.

Without unduly restricting individual tastes, the following personal appearance guidelines should be followed:

#### **Piercings**

Body piercing jewelry will only be worn in the ears. Employee may wear no more than 3 piercings per ear. Facial jewelry, such as eyebrow rings, nose rings, lip rings, and tongue studs are not professionally appropriate and must not be worn during business hours. Torso body piercing with visible jewelry or jewelry that can be seen through or under clothing must not be worn during business hours or at company events where the employee is representing MFM. Social gatherings, such as Christmas parties or company barbeques, are exempt. Earrings should be tasteful and appropriate for all business and professional attire.

Small and tasteful gaging earrings are permitted, subject to the sole discretion of management.

### **Tattoos**

Employees are permitted to display tattoos at the workplace within the following guidelines. Factors that management will consider to determine whether tattoos may pose a conflict with the employee's job or work environment include:

1. Visible tattoos that, in the sole discretion of management, are found to be distasteful, disrespectful or in violation of MFM policies.
2. Visible tattoos that have resulted in one or more customer complaints.

Each MFM division may have additional personal appearance standards not listed in this handbook. Please contact your supervisor or Human Resources for more information on the personal appearance policy at your specific work location. Where necessary, reasonable accommodation may be made to a person with a disability or for religious beliefs. Please see Human Resources for such an accommodation request and see these policies.

If you come to work inappropriately dressed, you will be asked to go home and return to work dressed appropriately. Under such circumstances, non-exempt employees will not be compensated for the time away from work. Recurring problems will result in discipline up to and including termination of employment.

If you have any questions regarding the dress code or dress code accommodations, please contact your supervisor or Human Resources prior to wearing the jewelry or item to work.

### **6.11 Company Social Events**

MFM holds social events for employees. Please be advised that your attendance at these events is voluntary and does not constitute part of your work-related duties as an employee. Any exceptions to this policy must be in writing and signed by a supervisor prior to the event.

Alcoholic beverages may be available at these events. If you choose to drink alcoholic beverages, please do so in a responsible manner. Do not drink and drive. Instead, please call a taxi or appoint a designated driver.

### **6.12 Telephone Use**

Our phones are principally for work-related communications and need to be kept clear for business and emergencies. Unless there is an emergency, employees are required to limit long distance telephone calls to business purposes only. Employees should limit personal use of the telephone to brief communications during rest periods where possible. Employees should ask relatives and friends not to call them at work, except in an emergency. Telephone use is subject to the Voicemail/Email/Internet Usage Policy.

Employees who do not have direct access to a MFM telephone or their own personal phone should make provision to have emergency or other necessary incoming calls routed to their

supervisor or to Administration, if the supervisor is not accessible. Although MFM will attempt to deliver personal messages to employees, it cannot and does not accept responsibility for the prompt or accurate relay of these messages.

### **6.13 Personal Cell Phone/Mobile Device Use**

While MFM permits employees to bring personal cell phones and other mobile devices (i.e. smart phones, PDAs, tablets, laptops) into the workplace, employees must not permit the use of such devices to interfere with their job duties or impact workplace safety and health. If cell phones are brought into the workplace, the cell phone should be kept out of sight from coworkers and patients and be on vibrate or silent mode.

Use of personal cell phones and mobile devices at work can be distracting and disruptive and cause a loss of employee productivity. As a result, employees should primarily use such personal devices during nonworking time, such as breaks and meal periods. During this time, employees should use their device in a manner that is courteous to those around them. During working time, use of such devices should be kept at a minimum and limited to emergency use only. Employees with devices that have a camera and/or audio/video recording capability are prohibited from using those functions on MFM property unless authorized in advance by management or used in a manner consistent with the rights of employees to engage in concerted activity under section 7 of the National Labor Relations Act (NLRA).

Employees are expected to comply with MFM policies regarding the protection of the employer's confidential and proprietary information when using personal devices.

While operating a vehicle on company time, MFM requires that the driver's personal cell phone/mobile device be turned off. An employee who needs to make or receive a phone call should pull off the road to a safe location unless he or she has the correct hands-free equipment for the device that is in compliance with applicable state laws.

Employees may not connect their personal devices to the MFM network or to MFM equipment (computers, printers, etc.) without the written authorization from IT management.

Nothing in this policy is intended to prevent employees from engaging in protected concerted activity under the NLRA.

Violation of this policy will subject an employee to disciplinary action up to and including termination of employment.

### **6.14 Mail Use**

Employees are required to limit usage of the MFM's mail service to business purposes only. You may not use the MFM address to receive personal mail. Do not use the MFM postage meter for your personal mail. If you notice any suspicious packages or envelopes, please report this to management immediately.

### **6.15 Off-Duty Use of Company Property or Premises**

Employees may not use MFM property for personal use.

Non-exempt employees are prohibited from using MFM facilities for work purposes during off duty or non-working hours without the written consent of their supervisor. Employees using MFM facilities during off duty hours may be required to sign a log-in and log-out sheet maintained by MFM or building manager. Non-exempt employees must also track all time worked during on their time record.

#### **6.16 Off-Duty Conduct**

While MFM does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with MFM's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect MFM's or their own integrity, reputation, or credibility. Off-duty conduct on the part of any employee that adversely affects MFM's legitimate business interests or the employee's ability to perform their job will not be tolerated.

#### **6.17 Security**

Every employee is responsible for helping to make this a secure work environment. Upon leaving work, lock all desks, lockers, and doors protecting valuable or sensitive material in your work area and report any lost or stolen keys, passes, or other similar devices to your supervisor immediately. You should refrain from discussing with nonemployees specifics regarding MFM security systems, alarms, passwords, etc.

We also request that you immediately advise your supervisor of any known or potential security risks and/or suspicious conduct of employees, customers, or guests of MFM. Safety and security is the responsibility of every employee and we rely on you to help us keep our premises secure.

#### **6.18 Third Party Disclosures**

From time to time, MFM may become involved in news stories or potential or actual legal proceedings of various kinds. When that happens, lawyers, former employees, newspapers, law enforcement agencies, and other outside persons may contact our employees to obtain information about the incident or the actual or potential lawsuit.

If you receive such a contact, you should not speak on behalf of MFM and should refer any call requesting MFMs position to the CEO. If you have any questions about this policy or are not certain what to do when such a contact is made, please contact the CEO.

#### **6.19 Employee Identification**

An employee identification/name badge must be worn while on duty for security and safety purposes. The identification/name badge will be provided at the new employee's orientation. Lost or broken name badges will be replaced by contacting Human Resources.

#### **6.20 Licensing**

Many employees must maintain a license, certification and/or registration to lawfully perform their duties. It is the employee's responsibility to renew their credentials prior to expiration. Each employee is expected to provide proof of licensing to Administration who will photocopy for inclusion in the personnel file. In the event the renewed document is not

shown, the employee will not be allowed to work as of midnight on the date of expiration.

### **6.21 Workplace Etiquette**

The following are suggestions for appropriate workplace behavior to help everyone be more conscientious and considerate of co-workers and the work environment. Please contact your supervisor if you have comments, concerns, or suggestions regarding these workplace etiquette guidelines.

- Avoid public accusations or criticisms of other employees. Address such issues privately with those involved or your supervisor.
- Be conscious of how your voice travels, and try to lower the volume of your voice when talking on the phone or to others in open areas.
- Monitor the volume when listening to music, voice mail, or a speakerphone that others can hear.
- All employees are to show proper consideration for physicians by not asking them for medical favors while on duty. An employee who has a medical problem should make an appointment to see the physician outside of the employee's working hours. Physicians should be addressed using the title "Doctor" followed by their last name whenever in the presence of patients and/or the general public.

## **7.0 Benefits**

### **7.1 Health Insurance**

MFM provides its regular full-time employees who have completed 30 days of employment with health insurance. Employees have the option of dependent coverage. MFM, at its option, may help pay for a portion of the dependent care premium.

Vision insurance is included in the health insurance benefit package.

Medical plan benefits for eligible employees and their dependents are described in detail in the Summary of Benefits and Coverage documents (SBC) prepared by the insurance carrier that is available to all eligible employees. These benefits may be canceled or changed at the discretion of MFM, unless otherwise required by law.

#### **COBRA**

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under MFM's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

## **7.2 Disability Insurance**

MFM provides regular full-time employees and contractual employees (subject to contract terms) with disability income protection when employees miss work due to non-work related disabilities.

Short-Term Disability insurance can help replace a portion of your income during the initial weeks of a disability to help you pay your bills and help maintain your current lifestyle. It helps by protecting you and your income if a sickness or accidental injury kept you from working. The plan is being made available to you through your employer and with the convenience of payroll deduction.

Long-term Disability insurance benefit begins on the 91st day of continuous disability and extends to age 65. The benefit varies depending upon the employee's salary and government or other group benefits received.

Please refer to your policy booklet for details of the policy. The Summary Plan Documents (SPD) documents are controlling.

## **7.3 Life Insurance**

Regular full-time and contractual employees (subject to contract terms) are eligible for life and Accidental Death and Dismemberment (AD&D) insurance. Life insurance offers you and your family important financial protection. MFM provides a basic life insurance plan for eligible employees. Additional supplemental and/or dependent life insurance coverage may also be purchased at employee's expense.

AD&D insurance provides protection in cases of serious injury or death resulting from an accident. AD&D insurance coverage is provided as part of the basic life insurance plan.

Eligible employees may participate in the life insurance plan subject to all terms and conditions of the agreement between MFM and the insurance carrier.

Details of the life insurance plan including benefit amounts are described in the Summary Plan Documents (SPD) documents provided to eligible employees. Contact Human Resources for more information about life insurance benefits.

## **7.4 Dental Insurance**

All regular full-time employees who have completed 30 days of employment are eligible for the MFM dental plan. Dental plan benefits are described in detail in the Summary of Benefits and Coverage documents (SBC).

## **7.5 Cafeteria Plan – Flexible Spending Account**

MFM provides a Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for non-reimbursed medical, vision and dental health care expenses and dependent care expenses during the plan year, in accordance with current IRS guidelines. Through the FSA program, you can reduce your taxable income without reducing your real income, so that you can keep more of the money you earn.



Three types of expenses qualify for FSA, and each has its own account.

1. Premium Account: Used to pay your group health insurance premium
2. Dependent-Care Account: Used to reimburse you for dependent care expenses (Child or Adult Day-care expenses)
3. Health-Care Account: Used to reimburse you for approved medical expenses for you and your family.

Employees in the following employment classifications are eligible to participate in the Flexible Spending Account program:

- Regular full-time employees
- Contractual employees, subject to contract terms

Participation in the Health Care and/or Dependent Care FSA is optional and determined on an annual basis for the plan year. You must enroll for each plan year. You determine how much to contribute to the account, up to a specified IRS maximum, based on anticipated expenses during the plan year. Contributions are directed to the account through salary reduction on a pre-tax basis. This tax-free money is then available to you for reimbursement of eligible out-of-pocket expenses.

Details of the Flexible Spending Account program are described in the Summary Plan Description (SPD). Contact Human Resources for more information on the Flexible Spending Account program.

#### **7.6 Health Savings Account (HSA)**

HSA plans are designed to help individuals save for future qualified medical and retiree health expenses on a tax-free basis. They are a savings product that offers a different way to pay for health care.

Our HSA plan allows you to pay your routine health care expenses directly from a prefunded spending account and to have a high-deductible health insurance policy to protect you from catastrophic medical expenses. If the balance in this account runs out, you pay the claim just like under a regular deductible. You can keep any unused balance at the end of the year to increase future balances or to invest for future expenses.

You and the employer can contribute to the HSA up to the statutory limit set annually by the IRS. Contributions are allowed only for employees under the age of 65. You own and control the money in your HSA. Decisions on how to spend the money are made by you without relying on a third party or a health insurer. You also decide what types of investments to make with the money in the account to make it grow.

To be eligible to participate in our HSA plan, you must:

- Be enrolled in our high deductible health plan (HDHP).
- Not be covered by any other health plan that is not an HDHP.
- Be under the age of 65 (this is an IRS and not a company requirement).
- Not be claimed as a dependent on another person's tax return.

Contact Human Resources for more information on the Health Savings Account. HSA rules and Summary Plan Documents (SPD) documents control if they conflict with this policy.

### **7.7 Life Flight Membership**

MFM provides membership to Life Flight which protects employees from any out-of-pocket expenses related to emergency medical transportation by Life Flight. This membership includes the employee and their dependents, including domestic partners. This membership is provided by MFM at no cost to the employee.

Employees in the following employment classifications are eligible for Life Flight membership:

- Regular full-time employees
- Regular part-time employees
- Contractual employees, subject to contract terms

Details of the Life Flight membership can be found in the membership documents as provided by Life Flight. Contact Human Resources for more information on the Life Flight membership.

### **7.8 401(k), Pension and Profit Sharing Plans**

Please contact Human Resources regarding which type of retirement savings plan is applicable to you as well as for details of that plan during this transition period. Please refer to your Summary Plan Description (SPD) provided by the benefits administrator for specifics. Should you have any other questions about pension or profit sharing rights, please consult with the benefits administrator. This benefit, as well as other benefits, may be canceled or changed at the discretion of MFM, unless otherwise required by law.

### **7.9 Continuing Education Policy and Tuition Assistance**

We believe in the continuing education of our employees. If MFM sends you to a class or training program during normal working hours related to your employment and you are a nonexempt employee, you will be paid training pay and applicable travel time (See Non-exempt Travel Time policy) for that time. If you are interested in attending an outside class and having MFM pay for your attendance, you are required to provide advance written notice indicating a description of the class, including the subject matter, length, and cost. Depending on the type of training, MFM may reimburse some or all of the fees, including materials expenses, meals, and transportation. If your supervisor approves of your attendance at a non-company-sponsored class, you will be reimbursed once you have attended and paid for the class. Non-exempt employees will also be paid for all training time if required under applicable wage and hour laws.

### **7.10 Holiday Pay**

MFM will be closed for the following holidays:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Exempt employees will receive a continuation of pay during holiday closures. New regular full-time and part-time non-exempt employees will not be eligible for holiday pay until after they have completed 90 days of service. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) multiplied by 8 hours for regular full-time employee and 4 hours for regular part-time employees. In no case may an employee receive more than a normal day's wage for any holiday unless they worked that day.

If the holiday falls on a Saturday, we will observe the preceding Friday as the holiday. If the holiday falls on a Sunday, we will observe the following Monday as the holiday.

Should a non-exempt employee work on an observed holiday, the employee will be compensated at a rate of 1.5 times their regular rate of pay for the hours worked on the holiday. All hours worked on a holiday must be pre-approved by your immediate supervisor or the CEO.

Employees will receive holiday pay if the holiday falls in the week when you are on vacation or on a paid leave of absence.

### **Floating Holiday**

After 90 days of service, all regular full-time and exempt employees become entitled to one additional paid holiday called a "floating holiday." Out of respect for other religious or personal holidays that employees may wish to observe or to accommodate an employee with special time off needs, this "floating holiday" policy exists. This policy entitles you to take off one day of your choosing (e.g. Rosh Hashanah, Good Friday, your birthday, etc.), at a regular day's pay. Floating holidays will not be counted as a vacation or personal day. Due to staffing requirements, please inform your supervisor or manager of your plans as early as possible. If an employee wants to combine a floating holiday with another holiday to have an extended vacation, they will be permitted to do so if operations allow. The floating holiday cannot be accumulated and must be utilized before the end of the calendar year. The floating holiday, if unused, will not be paid upon termination of employment.

### **7.11 Paid Time Off (PTO)**

Paid Time Off (PTO) is an all-purpose time off policy for eligible employees to use for vacation, illness or injury, and personal business. It combines traditional vacation and sick leave plans into one flexible, paid time off policy. Employees in the following employment classification(s) are eligible to earn and use PTO as described in this policy:

- Regular full-time employees
- Regular part-time employees

Qualifying full-time and part-time employees earn PTO on the basis of hours worked according to following schedule:

Hours of PTO Earned Per Hour Worked

Length of Tenure	Accrual Rate/Hour	Accrual Cap/Year
0-60 Months	.0630	120 hours
61-120 Months	.0858	160 hours
121 + Months	.1096	200 hours

To compute the number of PTO hours you have earned during any period, simply multiply your actual hours worked by the appropriate factor from the table above. Employees only earn PTO during hours actually worked, not while using PTO or holiday hours.

Each full-time and part-time employee may carry forward from year to year up to 30 days (240 hours) of earned, unused Paid Time Off.

New full-time and part-time employees accrue PTO from their date of employment, but do not earn the time and thus are not eligible to receive pay for time taken off during their first 90 days of employment.

The Length of Tenure is calculated on the basis of a "benefit year." This is the 12-month period that begins when the employee starts to accrue PTO. An employee's benefit year may be extended for any significant leave of absence except military leave.

PTO will be required to be used for all absences unless the absence is due to a reduction of physicians' work schedules. Because vacations provide a period of needed rest and recreation, each employee is expected to manage their PTO appropriately. There is no cash-out policy other than at termination. Employees who are absent without PTO to cover the time off will be deemed unexcused unless on a protected leave. Requests for unpaid time off, i.e., the employee requests time off yet has no PTO time left, need to be approved by the manager and the CEO.

To schedule planned PTO, employees should request advanced approval from their supervisors. Requests will be reviewed based on a number of factors, including business needs, the employee's PTO balance and staffing requirements. An employee may use PTO only after it is earned.

Usually, a request of a full day's Paid Time Off should be made at least one week in advance. A request of a week's Paid Time Off should be made at least one month in advance. In general, requests for approval will be made on a first-come, first-served basis. Requests may not be made more than one year in advance of the anticipated absence.

PTO is paid at the employee's base pay rate at the time of absence. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

Upon termination of employment, employees will be paid for earned, unused PTO that has been earned through the last day of work.

### ***7.12 Family and Medical Leave of Absence Policy***

Note: This policy is an overview of FMLA. For specific details, please contact the Human Resource Department.

Employees are eligible to receive FMLA time off if they have worked for at least one year and for 1250 hours over the previous twelve months.

#### **Basic Leave Entitlement**

MFM will provide eligible employees with up to 12 weeks of unpaid, job-protected leave in a 12-month period (a rolling 12-month period is used measuring backward from the date an employee uses any FMLA leave) for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or childbirth;

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter (under the age of 18 unless incapable of self-care), or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Total leave for employee and spouses (if both are employed at MFM) is limited to 12 weeks combined if the leave is taken for the birth, adoption, or foster care of a child or to care for a sick parent.

FMLA leave may be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations.

### **Definition of Serious Health Condition**

A serious health condition means an illness, injury, impairment, or physical or mental condition that involves either:

- Any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such inpatient care;

Or

- Continuing treatment by a health care provider which includes any period of incapacity (i.e., inability to work, attend school or perform other regular daily activities) due to:

1. A health condition lasting more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also includes:
  - a. treatment two or more times within thirty days by or under the supervision of a health care provider and the first treatment must occur seven days from the first day of incapacity; or
  - b. treatment by a health care provider one time with a continuing regimen of treatment;
2. Pregnancy or prenatal care.
3. A chronic serious health condition which continues over an extended period of time, requires periodic visits (at least twice a year for the same condition) to a health care provider, and may involve occasional episodes of incapacity (e.g., asthma, diabetes). A visit to the health care provider is not necessary for each absence;
4. A permanent or long-term condition for which treatment may not be effective (e.g., Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. Any absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g., chemotherapy or radiation treatments for cancer).

### **Military Family Leave Entitlement**

Eligible employees with a spouse, son, daughter or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees who are the spouse, son, daughter, parent or next of kin to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is 1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or 2) as well as a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness incurred in the line of duty while on active duty that renders the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation or therapy; is in outpatient status; or is on the temporary disability retired list. With regard to veterans, the FMLA caregiver leave may be taken up to five years after the veteran ends active duty.

### **Benefits and Protections**

During FMLA leave, the employer will maintain the employee's health coverage under any group health plan on the same terms as if the employee had continued to work. If the employee chooses not to return to work for reasons other than a continued serious health condition or circumstances beyond the employee's control, MFM will recover from the employee the premium that was paid for the employee's health coverage from the employee's final paycheck. If the final paycheck does not cover the premium due, the employee shall be required to remit the balance due upon separation of employment.

Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Employees must use earned PTO leave concurrently with FMLA leave. If the accruals are less than 12 weeks, the employee may take the rest of the FMLA time off as unpaid leave. Employees will cease to accrue PTO while on leave.

### **Employee Responsibilities**

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and must comply with MFM's normal call-in procedures.

Employees must provide sufficient information for MFM to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees must inform MFM if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

**Employer Notification**

MFM will inform employees requesting leave whether they are eligible under FMLA. If they are eligible, the notice will specify any additional information required as well as the employees' rights and responsibilities.

**Retaliation**

MFM will not tolerate any interference with an employee's lawful rights under the FMLA or retaliation for exercising FMLA. Employees who feel that they have been treated adversely for requesting or utilizing FMLA should report their concern to Human Resources immediately.

False Reason for Leave: Termination will occur if an employee gives a false reason for a leave.

**7.13 Non-FMLA Leaves of Absence**

This policy is available only if FMLA is not applicable.

If you find it necessary to be absent from work for a prolonged period of time, you may request in writing a leave of absence for up to thirty (30) consecutive days. However, no employee is guaranteed a leave of absence. Management may recommend either approval or denial of leave based upon business considerations. Both your supervisor and the CEO must approve any leave of absence. Lead people do not have the authorization to approve leaves of absences. If an extension of the leave beyond thirty (30) days is approved, we cannot guarantee re-employment when you return to work. If your position or a comparable position is not available, your name will be placed on a hiring list and considered for future vacancies if you meet the qualifications.

If a leave of absence is approved, the portion of medical insurance coverage that is paid by the employer will not be extended beyond the current month. Should the leave be extended by mutual agreement beyond the current month, you may be able to continue your insurance coverage at your own expense. Please check with Administration for details. All other employer-paid benefits (i.e. life insurance, disability insurance) will stop for the duration of the Leave of Absence.

Employees will be required to use accrued paid time off (PTO) first. If the available PTO is less than 30 days, the employee may take the rest as unpaid leave. Employees will neither accrue PTO nor be eligible for paid holidays while on unpaid leave after the PTO is exhausted. Employees will be eligible to be paid for holidays if the available PTO extends through the holiday.

All benefits and job evaluations will be based on the new anniversary date. If the Leave of Absence is due to the employee's own serious health condition, a Return-to-Work Certification will be required.

MFM will also provide leave under particular circumstances as mandated by federal or state law. Such leaves may be longer than 30 days, as required by applicable law.

**NON-FMLA MATERNITY LEAVE**

**(Applicable only when employee is ineligible for FMLA)**

**Pregnancy**

Pregnant employees who need extended time off prior to delivery due to medical-related complications can request a leave of absence under the Non-FMLA Leave of Absence policy.

### **Maternity/Paternity Leave**

If an employee does not qualify for FMLA time off for the birth or adoption of a child, MFM provides full-time and part-time employees with up to six weeks of unpaid time off. All other conditions set forth in the Non-FMLA Leave of Absence policy apply to maternity/paternity leave of absences.

MFM will afford reasonable accommodation to qualified employees with a known disability or for an employee's religious beliefs. MFM will also provide leave under particular circumstances as mandated by federal or state law.

### **7.14 Military Leave (USERRA)**

An eligible employee who provides advanced written or oral notice of reserve training or military service will be granted an unpaid leave of absence for up to five years. During the leave, benefit coverage will be the same as for other unpaid leaves. Medical coverage may be continued based on the provisions of the Uniformed Services Employment Rights Act of 1994. Employees may use earned PTO toward their leave; however, they are not obliged to do so.

You must notify your manager of your intent to return to employment based on requirements of the law. For more information regarding status, compensation, benefits and reinstatement upon return from military leave, please contact Human Resources.

### **7.15 Jury Duty**

If you receive a jury summons, you should immediately advise your supervisor. Although not required by law, during the period of actual service on the jury, non-exempt employees will be paid their regular rate of pay for a maximum of twenty (20) work days per year. Exempt employees will receive continuation of their salary for absences for jury duty that are less than one full workweek. For absences of a full workweek, exempt employees will be paid a maximum of twenty work days per year for this service.

Since MFM is paying your regular wage, you will be expected to submit all checks received from the court for payment of services to MFM.

MFM encourages employees to appear in court for witness duty. Exempt employees appearing as a witness will not receive deductions of pay for absences of less than one workweek. Non-exempt employees will receive time off without pay for witness duty.

If you receive a subpoena, you should immediately advise your supervisor.

Under either circumstance, you will be expected to report for your regular duties when temporarily excused from attendance in court.

### **7.16 Voting Leave**

MFM encourages employees to fulfill their civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work



schedule. If employees are unable to vote in an election during their nonworking hours, MFM will grant non-exempt employees up to 1 hour of unpaid time off to vote.

Employees should request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule and is consistent with applicable legal requirements.

#### ***7.17 Bereavement Leave***

MFM recognizes the importance of taking leave on the occasion of a death in the family. Employees are eligible for up to 3 days off with pay for the funeral of an immediate relative or immediate step-relative (mother, father, sister, brother, spouse, child, mother-in-law, father-in-law, grandparent, or grandchild). Pay is based on the regular rate for an eight-hour day. Employees may, with their supervisor's approval, use any available PTO for additional time off for bereavement, as necessary. MFM may request documentation to support absences for bereavement leave.

#### ***7.18 Workers' Compensation Insurance***

Workers' compensation is a no-fault system designed to provide benefits to all employees for work related injuries. Workers' compensation insurance coverage is paid for by the employer and governed by state law. The workers' compensation system provides for coverage of medical treatment and expenses, occupational disability leaves, rehabilitation services, as well as payment for lost wages due to work related injuries subject to conditions set forth by workers' compensation laws. If you are injured on the job, no matter how slightly, you are to report the incident immediately to your supervisor. Consistent with applicable state law, failure to report a workplace injury or illness within a reasonable period of time could jeopardize your claim for benefits.

To receive workers' compensation benefits, notify your supervisor immediately of your claim. If your injury is the result of an on-the-job accident, you must fill out an accident report. You may be required to submit a medical release before you can return to work.

#### ***7.19 Unemployment Compensation Insurance***

Unemployment compensation insurance is paid for by MFM and provides temporary income for employees who have lost their job under certain circumstances. Your eligibility for unemployment compensation will, in part, be determined by the reasons for your separation from MFM.

## **8.0 Safety and Loss Prevention**

### **8.1 General Safety Policy**

It is the policy of MFM to be in compliance with laws, rules and regulations concerning safe practices as published by government agencies having jurisdiction over such matters. Sound judgment and safe practices must be exercised in the work habits of all employees.

Vehicles and equipment are only to be operated by those authorized as a result of their knowledge, training and experience. Before operating equipment for the first time, you must have the approval of your supervisor. A good safety record results from safe working conditions combined with alertness to common sense safety practices.

If your assignment involves the use of hazardous or toxic materials, you must comply with all laws, rules, and regulations concerning their safe handling and disposal as published by MFM and governmental agencies having jurisdiction over such matters. Consult your supervisor for full details, including Material Safety Data Sheets, container labeling, and training including information regarding exposure to and handling of such materials.

Your job may have additional safety guidelines, which are established for your protection and the protection of others. If so, you will be required to know and follow them carefully.

All work-related injuries and illnesses, regardless of their extent or nature, unsafe working conditions, and the need for maintenance or repair of equipment must be immediately reported to management. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures. Employees concerned about the possible safety of a work act should talk to their supervisor before performing the task. No one has to perform an unsafe act.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager, or bring them to the attention of the Safety Officer. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including termination of employment.

### **8.2 Nonsmoking Policy**

In keeping with MFM's intent to provide a safe and healthful work environment, smoking and chewing tobacco are prohibited on MFM premises. This includes e-cigarettes and vapors.

This policy applies equally to all employees, customers, and visitors. Any MFM employee may address patients and visitors who are not respecting the nonsmoking policy as written.

### **8.3 Policy Against Violence**

The safety and security of our employees, patients, vendors, contractors, and the general public is of essential importance. Accordingly, MFM prohibits intimidating, threatening, or hostile behaviors on work property or during work time. This includes physical and verbal abuse, vandalism, and possession and/or use/brandishing of weapons of any kind on company property; or any other act, which, in management's opinion, is inappropriate for the workplace.

**Employees are empowered to contact the proper law enforcement authorities (dial 911) without first informing management if they believe a threat to safety exists.**

### **8.4 Employee Health**

The Bloodborne Pathogen Exposure Control Plan is available and applicable to all employees.

### **8.5 Misappropriation**

Misappropriation such as the unauthorized use or taking of company, customer, patient or third party services, facilities or property is prohibited.

## **9.0 Trade Secrets and Inventions**

### ***9.1 Confidentiality and Nondisclosure of Trade Secrets***

Each employee is responsible for safeguarding confidential information obtained in connection with his or her employment. In the course of your work, you may have access to confidential information regarding MFM, its suppliers, its customers, or coworkers. Such confidential information includes, but is not limited to the following: Customers, supplier and prospect lists, marketing plans, production and manufacturing data, research data, product formulas and other trade secrets. Employees with access to such confidential information are responsible for its security and may be required to sign special nondisclosure and/or non-compete agreements. Employees are prohibited from attempting to obtain confidential information for which they have not received access authorization. Any employee who discloses confidential information (other than as necessary in the performance of his or her job duties) will be subject to disciplinary action, up to and including termination of employment and possible legal action, even if he or she does not actually benefit from the disclosed information.

Any employee who discloses confidential information such as details of a patient's condition, either to other employees who are not required to have such information in the course of the employee's duties or to any other person not involved in the care of the patient will be subject to disciplinary action, up to and including termination of employment and legal action, even if he or she does not actually benefit from the disclosed information.

The laws governing release of medical record information are detailed and complex. We, therefore, restrict copying of these records to:

1. Medical record clerks assigned to that task.
2. Business office personnel in the normal course of their duties.
3. Physician/providers and their support staff when making a referral to another provider.

Discussions of patient history or state of health are an essential part of our daily work routine. These conversations are confidential and medical in purpose. They must be held in such a way as to preclude informing other patients and disinterested MFM employees.

## **10.0 Customer Relations**

### **10.1 *Products and Services Knowledge***

As an employee of MFM, you are expected to be familiar with the products and services we offer. Take every opportunity to learn the interrelationship between your department or division and the others of the company. We consider our employees to be the best reflection of our business brand and company success.

### **10.2 *Customer, Client, and Visitor Relations***

We strive to provide the best products and services possible to our customers and clients. Our customers and clients support this business and generate your wages. You are expected to treat every customer, client, or visitor with the utmost respect and courtesy during your working time. You should never argue or act in a disrespectful manner towards a visitor or customer during your working time. If you are having problems with a customer, client, or visitor, please notify your supervisor immediately. If a customer, client, or visitor voices a suggestion, complaint, or concern regarding our products or services, please inform your supervisor or a member of management. Lastly, please make every effort to be prompt in following up on customer, client, or visitor orders or questions. Positive customer, client, and visitor relations will go a long way to establishing our company as a leader in its field.

## **11.0 Closing Statement**

### ***11.1 Closing Statement***

Thank you for reading our employee handbook. We hope it has provided you with an understanding of the MFM's mission, history, and structure as well as our current policies and guidelines. We look forward to working with you to create a successful company and a safe, productive, and pleasant workplace.

Jeffrey Geier, CEO

Moscow Family Medicine

## Handbook Acknowledgment

1. I have reviewed MFM's employee handbook and acknowledge that I am responsible for adhering to these policies;
2. The provisions of this employee handbook are guidelines, statements of policy, and procedure that may be changed by MFM at any time; however, any such changes will be in a writing signed by the MFM CEO;
3. MFM does not guarantee me specific benefits;
4. MFM or I may terminate my employment relationship at any time, for any or no reason unless expressly prohibited by law.
5. I am responsible for immediately reporting any known or observed violations of MFM policy to my supervisor or Human Resources and for fully cooperating in any workplace investigation.

I have received, read and understand the MFM handbook and will comply with the policies contained herein.

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Office Visit Protocols**

MFM – GMC Clinics comply with all applicable clinical and operational regulations and standards. Since the acquisition by GMC, MFM is not subject to Joint Commission regulatory compliance. We are currently in the process of updating the protocol format and adding additional protocols required by Joint Commission. Most of these protocols are narrow in scope, limited to a specific procedure or situation. In terms of “standard” office protocols, we have included the following:

1. Practice Patient Triage Protocol
2. Vital Signs Protocol
3. Medication Management Protocol
4. Immunization Education Protocol
5. Mask (Infectious Disease) Protocol
6. Controlled Substance Protocol

Additional protocols used by GMC / MFM Clinics are available upon request.



Gritman Medical Center		
Department	Gritman Clinics	
Title	Triage and Prioritizing of Patients	# 6050.1122

**PROCEDURE:**

1. Upon presentation to the clinic the medical assistant refers all patients presenting with acute problems in person or on the telephone to the clinic provider for immediate triage. The medical assistant will interrupt patient exams to notify the provider of any patient with a life-threatening or unstable presentation. The clinic provider will triage the patient and treat or prioritize treatment at that time.
2. If the patient's condition is stable but urgent, the medical assistant will notify the provider of the patient presentation. The clinic provider will triage the patient and prioritize treatment at that time. The medical assistant will direct the patient to an exam room, assess vital signs and institute first aid as appropriate.
3. If the patient's condition is non-urgent, the provider may make arrangements to accommodate the patient or refer them on to another provider. The medical assistant will provide first aid as appropriate and provide for the patient to be seen by the provider at the earliest opening in the schedule. If an opening in the schedule is not possible until the next day, the medical assistant will notify the provider. Before the patient is referred to another provider (another clinic, Physician or ED), the medical assistant will ascertain whether the other provider is willing to see the patient and when.
4. For definitions of triage classes, see Emergency Department policy # 20800.
5. Patients are assessed in timely manner.

## Document Metadata

Document Name: Triage and Prioritizing of Patients.doc  
 Policy Number: 6050.1122  
 Original Location: /Gritman Medical Center/CLINICS  
 Created on: 10/25/2013  
 Published on: 07/15/2017  
 Last Review on: 04/10/2018  
 Next Review on: 04/10/2019  
 Effective on: 07/15/2017  
 Creator: Gillaspie-Aziz, Marisa  
*Assistant, Chief Nursing Officer*  
 Committee / Policy Team: General Policy Committee  
 Owner/SME: Kuhl, Kara  
*Director of Rural Clinics*  
 Manager: Kuhl, Kara  
*Director of Rural Clinics*  
 Author(s): Kuhl, Kara  
*Director of Rural Clinics*  
 Reviewer(s): Kuhl, Kara  
*Director of Rural Clinics*  
 Approver(s): Kuhl, Kara  
*Director of Rural Clinics*  
 Publisher: Kuhl, Kara  
*Director of Rural Clinics*

Internal Document Links:  
 Triage Prioritizing Patients  
 Center/EMERGENCY DEPARTMENT

/Gritman Medical

## Digital Signatures:

Signed By:

Kuhl, Kara

Director

of

Rural

Clinics



<b>Gritman Medical Center</b>		
<b>Department</b>	<b>Gritman Clinics</b>	
<b>Title</b>	<b>Checking Vital Signs</b>	<b>#</b>

**PROCEDURE:**

1. Vital signs measurement is part of the Triage and Prioritizing of Patients protocol # 6050.1122.
2. Vital signs are measured by the medical assistant or nurse and typically include measurement of temperature, respiratory rate, pulse, blood pressure and, where appropriate, blood oxygen saturation. These numbers provide critical information (hence the name "vital") about a patient's state of health.
3. **Temperature:** This is generally obtained using temporal thermometer that provides a digital reading. Temperature is measured in either Celsius or Fahrenheit, with a fever defined as greater than 38-38.5 C or 101-101.5 F.
4. **Respiratory Rate:** Respirations are recorded as breaths per minute. They should be counted for the appropriate period of time.
5. **Pulse:** Pulses can be measured at any place where there is a large artery, e.g., radial or by listening to the heart. Pulses are recorded in beats per minute and can generally be counted in a 15 second period and multiplied by 4.
6. **Blood Pressure:** Blood pressure (BP) is typically measured using an aneroid manometer or digital machine. Less than 120/80 mm HG is considered normal.

Document Metadata

Document Name:

Policy Number:

Original Location:

Created on:

Published on:

Last Review on:

Next Review on:

Effective on:

Creator:

Committee / Policy Team:

Owner/SME:

Manager:

Author(s):

Reviewer(s):

Approver(s):

Publisher:

Internal Document Links:

Triage Prioritizing Patients

Digital Signatures:

Signed By:

<b>Gritman Medical Center</b>		
<b>Department</b>	<b>Gritman Clinics</b>	
<b>Title</b>	<b>Maintaining Current Medication Lists</b>	<b>#</b>

**BACKGROUND:**

Without accurate medication records, providing effective and safe medical care is not possible. Often, incomplete and outdated medication lists are the cause of omissions and duplications, incorrect doses, drug-disease interactions and drug-drug interactions. Moreover, the most important document used to provide care to a person in an emergency is the person/patient's medication records.

**PROCEDURE:**

1. Upon initial presentation to the clinic, the patient completes a questionnaire and lists all prescription medications, over-the-counter medications, nutritional, herbals and other supplements that (s)he is currently taking.
2. The Nurse reviews this information with the patient and enters the information into the EMR. It is updated at the conclusion of the visit to reflect any new prescriptions.
3. During subsequent patient visits, all items on the patient's list are reconciled with those on record in the Electronic Medical Record (EMR).
4. The EMR list is again updated to include any newly prescribed medications at the conclusion of the visit.

( Document Metadata

Document Name:  
Policy Number:  
Original Location:  
Created on:  
Published on:  
Last Review on:  
Next Review on:  
Effective on:  
Creator:  
Committee / Policy Team:  
Owner/SME:  
Manager:  
Author(s):  
Reviewer(s):  
Approver(s):  
Publisher:

( Internal Document Links:  
Liage Prioritizing Patients

Digital Signatures:

Signed By:

Gritman Medical Center		
<b>Department</b>	Gritman Clinics	
<b>Title</b>	Immunization Education	# 6050.1708

**POLICY:**

The clinic staff will use every possible opportunity to educate children, parents and guardians regarding immunizations.

**PROCEDURE:**

1. At every illness, injury or wellness visit for a child, the parent or guardian will be educated and offered a current immunization schedule.
2. Whenever an immunization update is indicated, the clinic staff will offer vaccine information sheets to the parent or guardian.
3. When an immunization update is indicated for a future visit, the child will be entered into the patient notification system and a reminder postcard generated at the beginning of the month when the return visit is due.
4. Each clinic will maintain a binder that contains all current vaccine information sheets for patient reference.

## Document Metadata

Document Name: Vaccine - Immunization Education.doc  
 Policy Number: 6050.1708  
 Original Location: /Gritman Medical Center/CLINICS  
 Created on: 10/25/2013  
 Published on: 07/15/2017  
 Last Review on: 04/10/2018  
 Next Review on: 04/10/2019  
 Effective on: 07/15/2017  
 Creator: Gillaspie-Aziz, Marisa  
*Assistant, Chief Nursing Officer*  
 Committee / Policy Team: General Policy Committee  
 Owner/SME: Kuhl, Kara  
*Director of Rural Clinics*  
 Manager: Kuhl, Kara  
*Director of Rural Clinics*  
 Author(s): Kuhl, Kara  
*Director of Rural Clinics*  
 Reviewer(s): Kuhl, Kara  
*Director of Rural Clinics*  
 Approver(s): Kuhl, Kara  
*Director of Rural Clinics*  
 Publisher: Kuhl, Kara  
*Director of Rural Clinics*

## Digital Signatures:

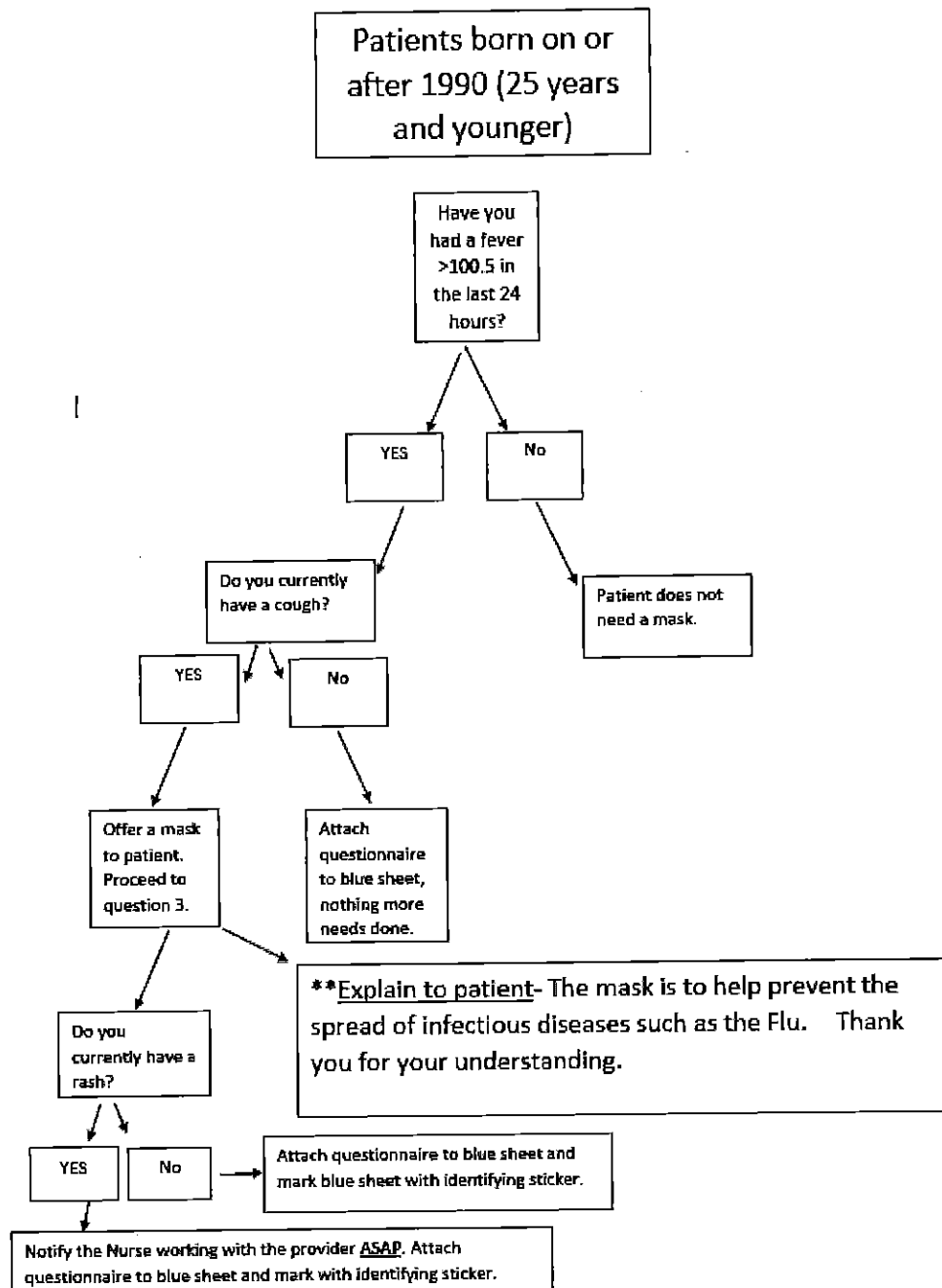
Signed By:  
 Kuhl, Kara  
 Director of Rural Clinics

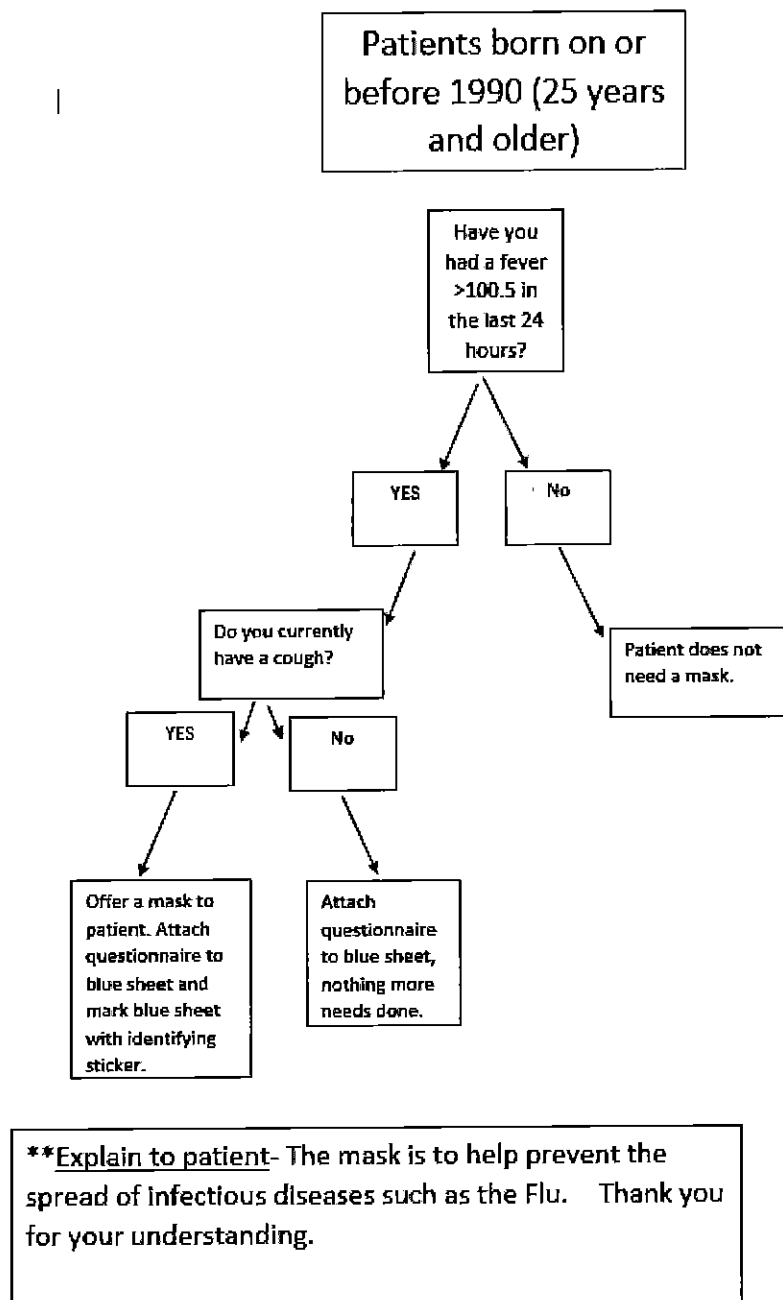


7/31/17



## Mask Protocol





## Controlled Substance Protocol

You and your medical provider have decided to start or continue the use of [stimulant / sedative or hypnotic / opioid] medication. The purpose of this agreement is to clarify and inform you, as a patient, about the risks, limitations, and patient responsibilities surrounding controlled medication therapy.

### Stimulant

Stimulant medications include Ritalin, methylphenidate, adderall, dextroamphetamine-amphetamine, amphetamine, methylin, metadate, focalin, concerta, quillivant, daytrana, dexadrine, procentra, and vyvanse.

These medications are commonly prescribed to treat Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Narcolepsy, and Chronic Fatigue Syndrome. While these medications are useful for symptom management, they may also have serious side effects and a high potential for misuse or abuse. Federal and state governments monitor and control their use. Currently, more people in the U.S. die of drug overdose than in car accidents each year. More than half of those deaths are related to prescription medications. The information on the safety of these medications has been recently updated. Prescribing recommendations and guidelines have changed. Your medical provider is committed to helping you improve the quality of your life, as well as increasing the length of your life. Your provider will monitor you carefully to reduce your risks and reduce or prevent side effects.

### Sedative

Sedative medications include ativan (lorazepam), xanax (alprazolam), klonopin (clonazepam), valium (diazepam), serax (oxazepam), librium (chlordiazepoxide), restoril (temazepam) and others. Hypnotic medications include ambien (zolpidem), sonata (zaleplon), lunesta (eszopiclone), and others.

Sedatives and hypnotics may be prescribed to control anxiety, panic attacks, muscle spasm, or insomnia. Controlled substances such as sedatives or hypnotics are useful for symptom management, but may have serious side effects and a high potential for misuse, and are therefore closely controlled by local, state, and federal governments. Currently, more people in the U.S. die of drug overdoses than car accidents, and more than half of those deaths are related to prescription medications. The information on the safety of these medications has been recently updated, and prescribing recommendations and guidelines have changed. Your medical provider is committed to helping you improve the quality of your life, as well as increasing the length of your life, and will do his/her best to monitor for, prevent, and treat the risks and side effects of this treatment.

### Opioid

Opioid medications are intended to relieve pain, improve function and/or ability to work, and improve quality of life, not simply to feel good, get to sleep, ease stress, or relax. Controlled substances such as opioids are useful for pain management, but may have serious side effects and a high potential for misuse, and are therefore closely controlled by local, state, and federal governments. Currently, more people in the U.S. die of drug overdose than car accidents, and more than half of those deaths are related to prescription medications. The risks of opioid treatment and guidelines for

medication use have been recently updated based on newer research. Your medical provider is committed to helping you improve the quality of your life, as well as increasing the length of your life, and will do his/her best to monitor for, prevent, and treat the risks and side effect of this treatment.

As you read this agreement, please initial the blank at the beginning of each point.

***As a patient, starting—or continuing— a trial of [stimulant / sedative or hypnotic / opioid] therapy, I understand that...***

\_\_\_\_\_ Because [ADD,ADHD, narcolepsy, and chronic fatigue syndrome / anxiety or insomnia / pain] management is complex, and rarely improves with medications alone, I agree to help myself by the following better health habits: stress management practices, physical exercise, avoiding use of tobacco and alcohol. I must also adhere to the treatment plan as prescribed by my doctor, potentially including trials of other medications, [tutoring, adapting study habits, or counseling / psychotherapy / physical therapy, radiological examinations], specialist appointments, and lifestyle choices. Failure to adhere to other treatments agreed upon with my doctor may result in safe discontinuation of controlled medications.

\_\_\_\_\_ It is unsafe and illegal to share my medications. I will not give or sell medications to anyone. Allowing others to take my medications will result in discontinuation of controlled medication therapy. I am responsible for all of my medications, and for keeping them safe and secure. If the paper prescription or medication is lost, misplaced, or stolen, or if I use it up sooner than prescribed, it will not be replaced. Requests for replacements of lost/stolen medications may result in requests for more frequent appointments, drug-testing, pill-counts, and/or discontinuation of controlled medication therapy.

\_\_\_\_\_ I will tell my medical provider about all medications (prescription, over-the-counter, and supplements/herbs) I am currently taking, and I will not take other medications without consulting my provider. I will not increase the dose or frequency with which I am taking my medication without first consulting my provider. I understand that controlled medication prescriptions are monitored by state governments, and that my provider has access to a record of all the controlled medications I receive from all providers.

\_\_\_\_\_ Refills of controlled substances:

- a) Will be made only during regular office hours, Monday through Friday, in person, during a scheduled office visit usually every 3 to 6 months. Refills will not be made at night, on holidays, or on weekends.
- b) Will not be made if I run out early, lose a prescription, or spill or misplace my medication. I am responsible for taking the medication in the dose prescribed and keeping track of the amount remaining.
- c) Will not be made as an "emergency," such as on Friday afternoon because I suddenly realize I will "run out tomorrow." I am responsible for making

appointments ahead of time, and will call at least 48 hours ahead if I need assistance with my prescription medications.

\_\_\_\_\_ It is illegal and unsafe to use recreational drugs (opioids/narcotics, cocaine, marijuana, amphetamines, PCP, non-prescribed benzodiazepines) when I am receiving controlled medication prescriptions. I agree to comply with requests for random urine, blood, or breathe testing documenting the proper use of my medications and avoidance of other drugs. I understand that the discovery that I am using recreational drugs, or abusing alcohol, will result in discontinuation of my controlled medications.

\_\_\_\_\_ My provider has access to records of all controlled substance medications that I receive from other providers. Using controlled medications from multiple providers will result in discontinuation of my controlled substance prescriptions. Exceptions can be made for emergency medical care, if appropriate.

\_\_\_\_\_ I understand that, unless I have been diagnosed with an illness that is likely to cause my death in the near future, my doctor cannot start or continue a treatment that puts my health, function, or longevity at risk. I accept that if my doctor feels that any particular medication imposes a severe risk to my health, function, or longevity, the medication will be safely discontinued, and my symptoms will continue to be managed with other medications and treatments.

\_\_\_\_\_ I understand that different medical providers have differing practice styles and philosophies, and that if my current provider leaves this clinic or if I choose to establish care with a new provider, my new provider may choose not to continue my controlled medications, even if I re-establish within the same clinic.

\_\_\_\_\_ As for all patients, aggressiveness and disrespect toward other patients or staff at Moscow Family Medicine will not be tolerated, and will be grounds for discontinuing my treatment at the clinic.

#### Stimulant

\_\_\_\_\_ Stimulant medications, like methylphenidate, have been used for over 50 years and are generally considered safe. Most stimulants have a short half-life and wear off within a few hours to about 12 hours. Common side effects are decreased appetite, weight loss, stomach aches, headaches, sleep problems, irritability, jitteriness, behavior changes, paranoia, seeing or hearing things that are not there, mood changes, changes in menstrual cycles, sexual dysfunction, fever with stiff muscles, aggression, hostility, and blurred vision. Rarely stimulants may trigger or worsen tics. Most side effects can be managed by adjusting or stopping the medication.

\_\_\_\_\_ Rare, but serious, side effects of stimulants are irregular heart rates, heart attacks, strokes, increased blood pressure, and possibly sudden death (chance of 1 in 1 million). Please inform your provider of any heart conditions in yourself or close family members. A normal EKG now does not guarantee that these side effects will not happen. The American Academy of Pediatrics does not recommend routine EKG screening.

\_\_\_\_\_ It is not dangerous to abruptly stop or discontinue stimulant medications. Your symptoms may return immediately upon stopping the medication. There is not a withdrawal effect if the stimulant medication is being taken as directed.

#### Sedative or Hypnotics / Opioid

\_\_\_\_\_ [Sedative or hypnotic / Opioid] medications can cause decreased breathing, overdose, and death, particularly if I use more or use them more often than prescribed, or if I use any other sedative substances with them. [Please refer to the table at the end of this agreement for a list of common sedating medications.] I will use the medications prescribed to me as prescribed, and I will not request or use other sedating substances or medications from other providers, clinics, emergency rooms, etc.

Using controlled medications from multiple providers will be cause for discontinuation of controlled medication therapy. The only exception is if such medication is prescribed to me while I am admitted to a hospital.

\_\_\_\_\_ As opposed to physical dependence, [Sedative or hypnotic / Opioid] *addiction* is emotional dependence. Symptoms of addiction may be difficulty in controlling use, cravings, use despite negative consequences, and increased use in response to stressful or upsetting situations. Patients who have had any addiction in the past (cigarettes, alcohol, or other drugs) are at greater risk to develop sedative or hypnotic addiction; however, anyone can develop an addiction. To help prevent this, my doctor will carefully monitor my use and response to the medication, and if concerned may refer me to an addiction specialist. If I do develop addictive symptoms, it may be hard for me to recognize them myself, so I designate:

\_\_\_\_\_ (friend or family member) at \_\_\_\_\_ (phone #) to be a contact person if my doctor has questions about my use of the medication. I give my doctor permission to discuss my health and medication use with this person. I also give my doctor express permission to discuss my health and medication use with other medical providers I see, including other physicians, physical therapists, mental health professionals, and dentists.

\_\_\_\_\_ My thinking and reaction time can be affected [Sedative or hypnotic / Opioid] medications. Use of sedatives or hypnotics is associated with increased risk of driving accidents and driving fatality. Similar to drinking alcohol, I am at all times responsible to determine if I am adequately sober and clear to drive or operate machinery. Any time I change my medication types, dose, or timing, it may affect my ability to drive safely. If I use any alcohol or other sedative medications, including over the counter medications, it will increase the sedative effect of my medications. I understand that if I am pulled over or am in an accident, and sedative medications are found in my system, I can be charged with a "DUI" or "DWI" even if I am prescribed the medication and using it as directed.

\_\_\_\_\_ [Sedative or hypnotic / Opioid] medications interfere in the normal sleep cycles controlled by our brain. Additionally, they may cause "central sleep apnea," which is a decreased drive to breathe while sleeping, which may result in decreased oxygen at night. The periods of decreased oxygen can damage my heart, lungs, brain, blood vessels, and could potentially cause deadly overdose. The central sleep apnea

side effect is increased greatly while using combinations of sedating drugs. Central sleep apnea is different than obstructive sleep apnea, and the treatment for obstructive sleep apnea (a "C-Pap machine") will not treat central sleep apnea. I will alert my doctor if a friend or family member witnesses me stop breathing while I sleep, or if I start to develop symptoms of sleep apnea (waking short of breath at night, headaches, daytime sleepiness, un-restful sleep).

The complete list of advantages and disadvantages of chronic [Sedative or hypnotic / Opioid] use have yet to be scientifically determined. My treatment may change throughout my time as a patient at Moscow Family Medicine. I understand, accept, and agree that there may be unknown risks associated with the long-term use of controlled substances, and that my physician will advise me as knowledge advances, and may make changes in my treatment as a result.

#### Sedative or Hypnotics

Sedative medications frequently cause physical dependence when taken for more than a few weeks. Dependence is different than addiction. Patients may become physically dependent on nearly any type of medication—blood pressure medications, or insulin for diabetes. Physical dependence results in withdrawal symptoms when the medication is stopped abruptly. The symptoms of sedative withdrawal may include increased anxiety, sweating, palpitations, nausea, confusion, tremor, insomnia, cognitive dysfunction, and may cause seizures and death. I understand that if I run out of medications because of loss, theft, or missed appointments, I may develop withdrawal symptoms. Benzodiazepine/sedative withdrawal can be serious and deadly, and I understand I need to be seen in clinic or the emergency room if these symptoms develop after I stop my medication abruptly. If I decide to stop the medication, I must do so slowly and under medical supervision or I may have withdrawal symptoms.

Hypnotic (sleeping medication) withdrawal may be uncomfortable, and is likely to cause severe insomnia, which may last from days to weeks. Hypnotic medication withdrawal is typically less severe than benzodiazepine/sedative withdrawal.

Most sedative/hypnotic medications have not been evaluated or approved by the FDA for long-term use, and are generally FDA approved for time periods up to a couple of weeks.

Studies of long-term use of sedatives and hypnotics suggest that they significantly increase the overall risk of death and possibly cancer. These risks increase as the frequency of use increases (the risks are higher for a daily user than someone who uses these medications once monthly).

Long-term use of sedatives or hypnotics may cause or worsen depression or anxiety.

Sedatives and hypnotics significantly increase the risk of worsening memory loss and progression to dementia. Some but not all of the memory symptoms may

improve with discontinuation of the medication. In the setting of a previous brain disease, such as a stroke or traumatic brain injury, the use of sedatives or hypnotics after the acute injury will reduce rehabilitative capacity, and use of these medications even years after the injury may reproduce the original symptoms of the brain injury.

Sedatives and hypnotics significantly increase the risk of falls and fractures. For this reason, they are often not recommended for patients >65 or who are at risk for falls for other reasons.

#### Opioid

Opioid therapy usually cannot eliminate pain, and may not be effective for all kinds of pain. If it does relieve pain, it may only do so by 10-15%. The primary purpose of this therapy is to increase my function. My functional goals (things I cannot do, but hope to be able to do with medication) are:

If the opioid prescription treatment does not enable me to fulfill these goals in a prescribed time period, I understand that the medication will be safely discontinued, and my provider and I will continue to use other methods to manage my pain.

Opioid medications frequently cause physical dependence when taken for more than a few weeks. Dependence is different than addiction. Patients may become physically dependent on nearly any type of medication—blood pressure medications, or insulin for diabetes. Physical dependence results in withdrawal symptoms when the medication is stopped abruptly. The symptoms of opioid withdrawal include congestion, anxiety, muscle aches, nausea, abdominal cramping. I understand that if I run out of medications because of loss, theft, or missed appointments, I may develop withdrawal symptoms. Though very uncomfortable, withdrawal is rarely deadly, unless a person has another significant or severe disease. If I decide to stop the medication, I must do so slowly and under medical supervision or I may have withdrawal symptoms.

Opioids are known to interfere with hormone production, particularly sex hormones such as testosterone or estrogen. For both men and women, this can result in impaired fertility, decreased energy, decreased muscle mass, osteoporosis, impaired sex drive, and potentially other symptoms. For men, this can cause erectile dysfunction. For women, it can interfere in menstrual cycles. I will alert my doctor if I feel I am developing these symptoms, so that they may be evaluated and treated.

Opioid medications all cause constipation, and this side effect does not wear off in time, and can be serious. While I am on the opioid treatment, I will take laxative treatment prescribed or recommended by my doctor, and alert my doctor if the medication does not seem to be effective.

Opioid medications may cause increased pain. This is called "opioid induced hyperalgesia." This seems to occur at the time a patient feels that the medication is no longer working at the current dose, which is called developing opioid "tolerance." Some people find that when they are on an opioid pain medication for a while, their baseline (before medication) pain actually becomes worse. If this seems to be the case for my pain, my doctor will decrease, change, or discontinue my opioid medication and use other medications and treatments for my pain.



Certain opioid medications (especially oxycodone, oxycontin, methadone, buprenorphine) may cause abnormal heart rhythms, resulting in cardiac arrest (stopped heart) and death. This risk increases if I use more of the medication than I am prescribed, or use multiple such medications together.

I have read this agreement and I fully understand the consequences of violating this agreement.

\_\_\_\_\_ [date]  
(patient signature)

\_\_\_\_\_ [date]  
(witness signature)

**List of sedative medications (not all-inclusive, just a guide):**

Alcohol: drinking alcohol, nyquil, some cough syrups.  
Opioid medication: norco/hydrocodone, codeine, percocet/oxycodone, morphine, oxycontin, dilaudid/hydromorphone, suboxone/subutex/buprenorphine.  
Anxiety drugs: alprazolam/xanax, lorazepam/ativan, diazepam/valium, clordiazepam/klonopin, chlordiazepoxide/Librium, secobarbital/seconal, buspirone/buspar.  
Sleeping medications (Hypnotics): zaleplon/sonata, eszopiclone/lunesta, zolpidem/ambien, temazepam/restoril.  
Over the counter medications: chlor-trimeton, diphenhydramine/benadryl, hydroxyzine/atarax.  
Headache medications containing butalbital or codeine.  
Supplements/herbs: GABA, kava-kava, valerian, melatonin.

**Instructions: Section 3 – References:**

MFM has been in business for more than 40 years and has contracted with the University of Idaho to operate the Student Health Clinic for more nearly 15 years. We have continually adjusted and expanded our services to better meet the needs of the University of Idaho and the greater Moscow community.

Our primary contact at U of I has changed over the years; our current contact is:

Blaine Eckles, Dean of Students:  
University of Idaho  
208.885.8757  
beckles@vidaho.edu

The annual budget has also changed over the years, as enrollment at U of I has shifted, enrollment in SHIP has declined and capitation rates and carve out provisions have changed. A good estimate of the U of I budget for academic year 2017 (fall 2017 & spring 2018) is \$225,000 – \$250,000.

As mentioned above, the services we provide to U of I student health have expanded over the years. In broad terms they currently include:

- Access to primary care during normal U of I hours of operation to both SHIP and non-SHIP covered students at our Main Street and QuickCare locations. SHIP students receive primary care under a capitated arrangement with a modest co-payment. Additional ancillary services, including lab, x-ray and minor procedures have also been covered under SHIP at varying levels of co-payment.
- Primary care services have been available at our Quick Care location during the evening, weekends and times when U of I is not in session. Per U of I request, these services have not been covered by SHIP.
- Preventative services have been covered with no out-of-pocket patient expenses since the passage of the Affordable Care Act. This applies to both SHIP and non-SHIP students.
- Students have internal access to professionals trained in areas relevant to student health, including depression / anxiety, women's health, sexually transmitted disease, immunizations and other similar areas of expertise.
- Outside referrals for hospital and specialist services are streamlined through our staff.

A copy of a recent annual contract extension with U of I is included on the following pages. We do not currently contract with other organizations for these types of service under these types of arrangements. However, we routinely receive recognition for excellence, including:

- The Joint Commission Gold Seal of Approval for Hospital Accreditation.
- 5 star HCAHPS rating (patient satisfaction scores).

**UNIVERSITY OF IDAHO  
CONTRACT NUMBER UI-655  
AMENDMENT NUMBER 7**

This Amendment (the "Amendment") is made and entered into, effective as of July 1, 2016 (the "Effective Date"), by and between Moscow Family Medicine (MFM) (hereinafter called "the Contractor"), and the Regents of the University of Idaho (hereinafter called "the University"), concurrently with and as an Amendment to Contract Number UI-655 (hereinafter called "the Agreement"). In the event of any conflict between the terms of this Amendment and the original Agreement to which it is amended, the terms of this Amendment will supersede the terms of the original Agreement and will be controlling. The term "Agreement," as used herein, will collectively refer to Contract Number UI-655 as modified by this superseding Amendment.

**1.1 REVISED EXHIBIT A 2016-2017 PLAN YEAR**

Modified and revised Exhibit A: 2016-2017 is attached and incorporated by reference. The attached Exhibit A: 2016-2017 replaces and supersedes the all previous Exhibit A.

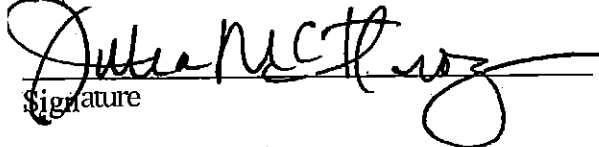
**1.2 ENTIRE AGREEMENT**

This Amendment along with the original Contract Number UI-655 constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by the University and the Contractor.

The effective date of this Amendment is July 1, 2016.

For the Regents of the

UNIVERSITY OF IDAHO

  
Signature

Julia R. McIlroy  
Print Name

Director, Contracts & Purchasing Services  
Title

June 27, 2016  
Date

MOSCOW FAMILY MEDICINE

\_\_\_\_\_  
Signature

Jeffrey E. Geier, CMPE  
Print Name

CEO  
Title

June 29, 2016  
Date

## SPECIFIC PROVISIONS FOR PLAN YEAR 2016-2017

**Amendment (L11-655  
Exhibit A2016-2017**

**Overview**

The University of Idaho conducted a comprehensive review of the primary care services at the Student Health Clinic by conducting a Request for Qualification in February 2009. Moscow Family Medicine was selected as the vendor and awarded the contract on March 4, 2009 (U1-655) to furnish primary care services in accordance with the terms and conditions of the Request for Qualifications Number 09-241. The terms and conditions of this contract are reviewed annually to determine plan benefits and capitation increases for the upcoming plan year. In May 2016, the University and Moscow Family Medicine negotiated the renewal for the plan year 2016-2017. Subsequently, the University and Moscow Family Medicine agreed to a 15.38% increase in the capitation fee for this plan year.

The capitation arrangement with MFM is an integral part of the highly successful Student Health Insurance Program (SHIP) provided by the University of Idaho. The cost of the SHIP remains a major concern for the University and its students. There are strong reasons why the University has a SHIP that is much lower in cost than comparable (ACHA compliant) programs at other universities (e.g., rural location, component self-funding arrangements, directly contracting for consulting services, and the exceptional effectiveness of the direct provider contracting with local area physicians and hospitals). Below is the semester cost for the SHIP premium for the last five plan years:

Plan Year & Average Enrollment per semester	2012-2013 2,450	2013-14 2,450	2014-2015 2,450	2015-2016 1,900	2016-2017 1,700
Semester SHIP Cost	\$749	\$894	\$979	\$952	\$906
% Increase from Previous Year	5.0%	19.4%	9.5%	-2.8%	-4.8

## SPECIFIC PROVISIONS FOR PLAN YEAR 2016-2017

**1. Moscow Family Medicine Capitation Fee for 2016-2017:**

<b>MFM SHIP Capitation by Semester</b>	<b>2015-2016 Renewal</b>	<b>2016-2017 New Contract Year</b>
<b>Semester</b>		
Student	\$65.00	\$ 75.00
<b>New Students—Summer</b>		
Student	\$42.00	\$ 47 .00

**2. Reports and Renewal Notification:**

a. Moscow Family Medicine will provide reports to the University detailing utilization of student services at the Student Health Clinic. The first report is due on February 28, 2017 with data through December 2016. Subsequent quarterly reports may be requested. The following information will include:

- incurred Plan Year by Month for the current and previous two plan years
- Number of claims by CPT-Code
- ICD-9 Criteria
- Number of students accessing services at the Student Health Clinic

b. Moscow Family Medicine will notify the University in writing in advance of the next Plan Year renewal any financial or procedural intentions by March 1, 2017 along with accompanying reports to support any financial modifications of the next year's contract.

**3. Financial Provisions for 2016-2017:****a. Capitation Payments**

1. The capitation payments will be disbursed based on 90% of the estimated enrollment of full-time students based on the following schedule. Final payments are pending final reconciliation of the premium based on the enrollment at the end of the current plan year.

<b>Semester</b>	<b>1st Payment Due</b>	<b>2nd Payment Due</b>	<b>Final Payment</b>
Fall 2016	August 29	November 25	February 28
Spring 2016	January 28	April 25	June 30
Summer 2016	N/A	N/A	August 30

**b. Billing Format**

1. The billing format for charges to University of Idaho student accounts will be provided in Excel File format to the UI Business Office at Student Health Services. Billing will be processed to the University within 45 days of the date expenses are incurred by the student.

**4. Services for 2016-2017:****a. University Services**

1. MFM in cooperation with the University will provide support for reception services for the University Psychiatrist.
2. MFM will provide access to the electronic health records System for the University Psychiatrist.

**b. Moscow Family Medicine Services**

1. The University and Moscow Family Medicine will examine the viability of opening access to University of Idaho faculty and staff to increase utilization of clinic services. Appropriate approvals from University administration will be required prior to patients accessing clinic services.

2. All services for SHIP enrollees provided at Student Health Clinic by Moscow Family Medicine are covered under the following Schedule of Medical Benefits. Services that cannot be reasonably provided at Student Health Clinic will continue to be excluded.

## SPECIFIC PROVISIONS FOR PLAN YEAR 2016-2017

**Student Health Clinic**  
**2016-2017 Schedule of Medical Benefits**

NOTE: As published In the SHIP Brochure for 2016-2017

BENEFIT DESCRIPTIONS	COST	DESCRIPTIONS
Colposcopy and Cryotherapy	\$60 co-payment, then 100% for each Procedure	
Injections	\$20 co-payment, then 100% for each Injection	Includes allergy shots (excluding serum). Travel shots are not included.
Preventive Services	Covered 100%	As per PPACA guidelines.
Provider Outpatient Visit	\$30 co-payment, then 100%	Includes diagnosis of mental health conditions and durable medical equipment. Pregnancy testing is covered, but not obstetrical care. Major orthopedic services are not covered.
Surgery (Minor)	\$40 co-payment, then 100%, for each Procedure	Includes wart removal, suturing, and other minor surgical services at the Student Health Clinic.
X-Ray	Included in Provider OP co-payment per visit	Radiology charges provided by Gritman Medical Center and Radiology Consultants for x-rays taken at the Student Health Clinic.
Laboratory Services	\$7 per lab or panel	Charges for laboratory services taken at the Student Health Clinic, including reference lab charges *. Includes HIV Rapid Testing.

\*Laboratory Service charges not related to Illness, Injury or non-PPACA Preventive Care Services will not be included and will be charged on the student's University account.

2. The Moscow Family Medicine QuickCare walk-in clinic is available to all students and dependents. Students covered by SHIP will be subject to the deductible, copayment and coinsurance provisions as shown in the Schedule of Medical Expense Benefits located in the SHIP Brochure, as well as all other limitations and exclusions applicable to the SHIP.
3. Moscow Family Medicine will continue to bill private insurance for non-SHIP covered students and dependents. Balance billing for these charges will be processed to the University.
- c. Pathologist Regional Laboratories (PRL)
  1. Laboratory services performed at Student Health Services and not processed by MFM will be sent to PRL. The University will fund the liability for these tests for SHIP covered students.
- d. Hours of Operation

1. Services for the academic year 2016-2017 will be located at the Student Health Services building location on the university campus at 831 Ash Street, Moscow, ID.
2. Regular operating hours will be from 8:00 to 5:00 pm during the academic school year.
3. Clinic operations for holiday breaks and summer months will be located at the Moscow Family Medicine QuickCare location.

**5. Personnel:**

- a. The University supports MFM's personnel changes which will best meet the needs of the University and the MFM organization.

**6. Facility:**

- a. The University will share the cost of facility cleaning for the contract year 2016-2017. The ability to fund these services is contingent on an overall favorable outcome of the current fiscal year Student Health Services budget. Final billing for these services must be dated June 15 of the current fiscal year.
- b. The University will maintain control of the equipment, furniture and fixtures, maintenance, repairs, and design plan for the areas in the Student Health Services facility.

**7. Equipment:**

- a. MFM will propose a list of equipment needs to the University with the estimated cost. The University and MFM will determine the priority; the University will fund equipment replacement or facility upgrades based on the overall financial standing of the Student Health Services program.

**8. Scheduled Meetings:**

- a. The University and MFM will meet on a regular basis to provide updates on program changes and discuss issues related to the operations of Student Health Services.

**9. SHIP Plan Year 2016-2017:**

- a. The dates of coverage for SHIP insured student for the 2016-2017 plan year:

SEMESTER	INSURED DATE	TERM DATE
Fall 2016	August 22, 2016	January 10, 2017
Spring 2017	January 11, 2017	August 20, 2017
Summer 2017	May 15, 2017	August 20, 2017

**10. SHIP Brochure/Marketing Initiatives:**

- a. MFM and the University will collaborate on marketing initiatives for Student Health Services for the Plan Year 2016-2017.
- b. The University will maintain the Student Health Services website ([www.uidaho.edu/studenthealth](http://www.uidaho.edu/studenthealth)). MFM will communicate with the University to ensure the website has current Information regarding services.

**11. Outreach Programs/Services**

- a. Outreach programs/services will be discussed, planned and approved by the university and MFM with as much advance notice as possible prior to the event. MFM and the university will work together to plan and execute outreach programs/services that benefit the student body with immunization clinic (s), flu shot clinic (s) and other related functions.



b. Each program/service that requires coverage by a physician and/or physician assistant will be compensated at 5200.00/per program/service. Each program/service that requires coverage by a nurse will be compensated at \$50.00/hour based upon the nurse's actual time required/worked, whether on-site or on-call. These services will be invoiced to the university.

c. MFM will use its best effort to provide physician, non-physician providers, and/or nurses as agreed and required

**ADDENDUM "A" TO AGREEMENT NUMBER UI-655**  
**BUSINESS ASSOCIATE AGREEMENT**

This Addendum "A" (Addendum) modifies Agreement Number UI-655 ("Master Agreement"), effective June 30, 2009 between the University of Idaho (University) and Moscow Family Medicine (MFM). It is intended to be incorporated into the Master Agreement as if fully set forth therein.

MFM operates the University's Student Health Services on behalf of the University in accordance with the Master Plan. MFM further provides athletic training room services to the University's student athletes. In the course of operating Student Health Services, MFM must disclose to the University certain individually identifiable protected health information (PHI), defined below. The purpose of this Addendum is to define the parties' respective responsibilities with respect to PHI in accordance with applicable federal law.

The Parties agree as follows:

**1. DEFINITIONS**

Unless otherwise specified in this Addendum, all capitalized terms not otherwise defined have the same meaning as in the Health Insurance Portability and Accountability Act of 1996 and its implementing regulations (HIPAA), and in the Health Information Technology for Economic and Clinical Health Act provisions of the American Recovery and Reinvestment Act of 2009, Pub. Law No. 111-5, and its implementing regulations (ARRA), as these statutes and regulations may from time to time be amended.

1.1 "Compliance Date" means, in each case, the date by which compliance is required under the referenced provision of ARRA.

1.2 "Electronic Protected Health Information" (ePHI) means PHI (defined in Section 1.3) that is transmitted or maintained in electronic media.

1.3 "PHI" means Protected Health Information, as defined in 45 C.F.R. § 160.103, limited to the Protected Health Information received from, or received or created on behalf of, University by MFM pursuant to the Master Agreement.

1.4 "Privacy Rule" means the federal privacy regulations issued pursuant to the Health Insurance Portability and Accountability Act of 1996, as amended from time to time.

## 2. RESPONSIBILITIES OF MFM

With regard to its use and/or disclosure of PHI, MFM agrees to:

(a) use and/or disclose PHI only as necessary to provide the Services, specifically as permitted or required by this Addendum and in compliance with each applicable requirement of 45 C.F.R. § 164.504(e) or as otherwise Required by Law;

(b) implement and use appropriate technical, physical and administrative safeguards to:

(i) prevent use or disclosure of PHI other than as permitted or required by this Addendum;

(ii) reasonably and appropriately protect the confidentiality, integrity, and availability of the ePHI it creates, maintains, or transmits on behalf of University; and

(iii) as of the Compliance Date of 42 U.S.C. § 17931, comply with the requirements set forth in 45 C.F.R. §§ 164.308, 164.310, 164.312, and 164.316;

(c) promptly report to University: (i) any use or disclosure of PHI of which it becomes aware that is not permitted by this Addendum; and/or (ii) any Security Incident of which MFM becomes aware;

(d) without unreasonable delay and in no case later than 60 calendar days after discovery, notify University of a Breach of any Unsecured PHI all in accordance with 42 U.S.C. § 17932(b) as of its Compliance Date;

(e) require all of its subcontractors and agents that create, receive, maintain, or transmit PHI to agree, in writing, to the same restrictions and conditions on the use and/or disclosure of PHI that apply to MFM, and to the extent MFM provides ePHI to a subcontractor or agent, MFM shall require the subcontractor or agent to implement reasonable and appropriate safeguards to protect the ePHI;

make available its internal practices, books, and records relating to the use and disclosure of PHI to the Secretary for purposes of determining University's compliance with the Privacy Rule;

(g) within 30 days after receiving a written request from University, make available all information necessary for University to make an accounting of disclosures of PHI about an Individual as provided in 45 C.F.R. § 164.528, and when directed by University, provide that accounting directly to the Individual, all in accordance with 42 U.S.C. 17935(c) as of its Compliance Date;

- (h) mitigate to the extent practicable any harmful effect known to MFM arising from the unauthorized use or disclosure of PHI by MFM;
- (i) at University's request and in such time and manner as it may designate, provide PHI in a Designated Record Set to University or, as directed by University, to an Individual, in accordance with the requirements of 45 C.F.R. § 164.524;
- (j) in the event MFM uses or maintains an Individual's Electronic Health Record, then MFM shall, at University's request and in such time and manner as University may designate, provide an electronic copy of the PHI to University or, when and as directed by University, to an Individual or third party designated by the Individual, all in accordance with 42 U.S.C. § 17935(e) as of its Compliance Date;
- (k) to the extent that the PHI in MFM's possession constitutes a Designated Record Set, and within 30 days of University's written request, make the PHI available for amendment and incorporate any amendments to the PHI as the University may direct, all in accordance with 45 C.F.R. § 164.526;
- (l) request, use and/or disclose only the minimum PHI necessary to accomplish the purpose of the request, use or disclosure, all in compliance with 42 U.S.C. § 17935(b) as of its Compliance Date;
- (m) not directly or indirectly receive remuneration in exchange for any PHI, in compliance with 42 U.S.C. § 17935(d) as of its Compliance Date;
- (n) not make or cause to be made any communication about a product or service that is prohibited by 42 U.S.C. § 17936(a) as of its Compliance Date;
- (o) not make or cause to be made any written fundraising communication that is prohibited by 42 U.S.C. § 17936(b) as of its Compliance Date; and
- (p) notify University of any limitations of which it becomes aware that may affect University's use or disclosure of PHI.

### 3. **RESPONSIBILITIES OF UNIVERSITY**

With regard to its use and/or disclosure of PHI, University agrees:

- (a) to not use or disclose PHI other **than** as permitted or required by this Addendum or as permitted or required by law;

(b) to use appropriate safeguards to prevent use or disclosure of PHI other than as provided for by this Addendum or as permitted or required by law;

- (c) to report to MFM any known use or disclosure of PHI not provided for by this Agreement or required or permitted by law;
- (d) upon request of MFM or the Secretary or designee, to make internal practices, policies, books, and records relating to the use and disclosure of PHI obtained from MFM available to the Secretary in a reasonable time and manner for purposes of determining MFM's compliance with the Privacy Rule;
- (e) to document disclosures of PHI and information relating to such disclosures as would be required for MFM to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 CFR § 164.528;
- (f) to provide MFM, in a reasonable time and manner, information collected in accordance with section 3(e) of this Addendum, to permit MFM to respond to a request by an individual for an accounting of disclosures of PHI in accordance with 45 CFR § 164.528.

#### **4. OTHER PERMITTED USES AND DISCLOSURES OF PHI**

4.1 Unless otherwise limited herein, in addition to any other uses and/or disclosures permitted or required by this Addendum, MFM may:

- (a) use and disclose PHI in its possession for its proper management and administration or to carry out the legal responsibilities of MFM, provided that any third party to which MFM discloses PHI for such purposes provides written assurances in advance that: (i) the information will be held confidentially and used or further disclosed only as Required by Law; (ii) the information will be used only for the purpose for which it was disclosed to the third party; and (iii) the third party will notify MFM of any instances of which it becomes aware in which the confidentiality of the information has been breached;
- (b) on behalf of University, de-identify any and all PHI obtained by MFM under this Addendum, and use such de-identified data on MFM's own behalf, all in accordance with the de-identification requirements of the Privacy Rule; and
- (c) provide data aggregation services relating to the health care operations of the University in accordance with the Privacy Rule.

4.2 Unless otherwise limited herein, in addition to any other uses and/or disclosures permitted or required by this Addendum, University may receive, use, and disclose PHI for the purposes of auditing and oversight of Student Health Services as required of permitted by the Master Agreement between the parties, and for management, legal, and administrative purposes as deemed necessary or appropriate by University. Such purposes include, but are not limited to, quality of care assessment, review of utilization data and billing records, review of reports produced by MFM pursuant to the Master Agreement, and review of daily patient rosters.

## 5. **TERM, TERMINATION AND AMENDMENT**

This Addendum shall be effective upon signature by both parties and shall remain in effect until the Master Agreement is terminated or allowed to expire. This Addendum shall automatically be renewed upon the renewal of the Master Agreement. Absent termination or expiration of the Master Agreement, this Addendum may be terminated or amended only by written agreement of the parties.

5.1 **Breach or violation.** As of the Compliance Date of 42 U.S.C. § 17934(b), if either party knows of a pattern of activity or practice of the other party that constitutes a material breach or violation of this Addendum, then the non-breaching party shall provide written notice of the breach or violation to the other party that specifies the nature of the breach or violation. The breaching party must cure the breach or end the violation within 30 days of receipt of the written notice. In the absence of a cure reasonably satisfactory to the non-breaching party, the non-breaching party may do the following:

- (a) terminate this Addendum and the Master Agreement; or
- (b) if termination of the Addendum or Master Agreement is infeasible, report the problem to the Secretary.

5.2 **Effect of Termination or Expiration.** Within 30 days after the termination or expiration of this Addendum or of the Master Agreement, MFM shall return all PHI to University, including all PHI in possession of MFM's subcontractors, if any. If return of the PHI is not feasible, MFM shall notify University in writing of the reasons return is not feasible, and if University agrees, MFM shall extend any and all protections, limitations and restrictions contained in this Addendum to MFM's use and/or disclosure of all PHI retained after the termination or expiration of this Addendum, and shall limit any further uses and/or disclosures solely to the purposes that make return of the PHI infeasible.

5.3 **Investigations and Cooperation.** Each party shall cooperate in good faith in all respects with the other party in connection with any request by a federal or state governmental authority for information and documents, or in connection with any governmental investigation, complaint, action or other inquiry.



5.4 Indemnification.

5.4.1 Each party ("Indemnifying Party") shall defend, hold harmless and indemnify the other party ("Indemnified Party") against all expenses, liabilities, damages, claims, costs, penalties and losses (including attorneys' and consultant fees) (collectively, "Losses") reasonably incurred by the Indemnified Party related to or arising from the negligent act or omission of, or breach of the terms of this Addendum by, the Indemnifying Party or its agent or representative, except to the extent the Losses relate to or arise from the Indemnified Party's or its representative's or agent's willful misconduct or fraudulent or criminal acts or omissions, and except to the extent that University's indemnification obligation is limited by the Idaho Tort Claims Act, Idaho Code §§ 6-901 through 6-929. 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 the University's 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.

5.4.2 Each party shall provide the other with prompt notice of any claim that may trigger its indemnification obligation. MFM shall promptly notify the University of Idaho, Attn: Risk Management Officer, PO Box 443162, 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. Upon demand by the Indemnified Party, the Indemnifying Party shall defend any investigation, claim, litigation or other proceeding brought or threatened against the Indemnified Party, at the Indemnifying Party's expense, by counsel acceptable to the Indemnified Party. Neither Party shall enter into any settlement without the written consent of the other Party.

## **6. MISCELLANEOUS**

6.1 Incorporation into Agreement. The parties hereby agree that this Addendum is incorporated into and made apart of the Master Agreement.

6.2 Construction of Terms. To the extent they are not clear, the terms of this Addendum shall be construed to allow for compliance by both parties with HIPAA and ARRA.

6.3 Notice of Effect of Applicable Laws. As an entity subject to the Idaho Public Records Act, I.C. §9-337 et seq. and the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. §1232g et seq. and its implementing regulations, University's obligations wider this Addendum may be limited by those and other

laws. In the event that any provision in this Addendum conflicts with or differs from any provision of applicable state or federal law or regulation, the state or federal law or regulation will control.

6.4 FERPA Compliance. In order to perform the services under this Agreement, University will provide to MFM certain student "education records," as defined in the Family Education Rights and Privacy Act (FERPA), and regulations thereunder, *see* 20 USC § 1232g; 34 CFR Part 99. The Parties acknowledge that the services or functions to be performed by MFM related to education records are services or functions that a University employee otherwise would undertake, and that there is a legitimate education interest in disclosing the education records to perform the services or functions. MFM agrees that in the performance of such services or functions, its acts in relation to the educational records are under the direct control of the University. MFM agrees that it is subject to and shall comply fully with FERPA, including but not limited to all confidentiality and redisclosure requirements. MFM acknowledges that any records directly related to a student that it maintains or receives are education records, including any new student records MFM may create.

6.5 No Third Party Beneficiaries. Nothing in this Addendum shall confer upon any person other than the parties and their respective successors or assigns, any rights, remedies, obligation, or liabilities whatsoever.

6.6 Survival. Sections 5.1, 5.2, 5.3, 5.4, and 6.4 shall survive the termination or expiration of this Addendum.

6.7 Counterparts. This Addendum may be executed in counterparts, each of which will constitute an original and all of which will be one and the same document.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf

## Section 4: Approach

The U of I is requesting responses for its RFP to provide primary care services to the University's student population and its eligible dependents on its Moscow campus. Funding for the contractor is derived from (1) capitation from students covered by the University's Student Health Insurance Plan (SHIP) covering approximately 2,000 students, (2) patient co-payments (both SHIP and non-SHIP), (3) other charges and (4) insurance reimbursements, co-payments, and other charges from other privately insured students not covered under SHIP.

Summarizing from the RFP, the key desired outcomes from this RFP process include:

1. Ideally, re-open the on-campus student health center location; however, this is not required.
2. Ensure students have access to care under the standard U of I operating hours (generally Monday through Friday from 8 AM through 5 PM Monday through Friday when school is in session.
3. As possible, provide "wrap around" coverage so that students can be seen after hours and on the weekend.
4. To the greatest extent possible, simplify the pricing / cost proposition for SHIP by eliminating / reducing copayments and bundling these services into the capitated payment rate.

There are other desired outcomes, including enhanced reporting, sports medicine training integrated behavioral health (long term). All of these (and other issues) are addressed in our response below and in the pricing proposal section of our response.

The RFP notes the following Scope of Services that the bidders must address:

- a. Primary Care office visits
- b. Limited care for acute illness/injury
- c. Minor Emergency First aid
- d. Minor surgical procedures such as sutures, wart removal
- e. Reproductive Care visits (i.e., pregnancy test, women's health)
- f. Morning-After Pill
- g. Immunizations, including MMR, Tetanus/Diphtheria, Hepatitis A, Hepatitis B, Rabies vaccine, rabies post-bite prophylaxis, Influenza, Human Papilloma Virus, Meningitis, and Varicella
- h. Ten panel drug testing
- i. Smoking Cessation services
- j. Screenings (blood pressure, HIV, STD's, etc.)
- k. Physical Exams
- l. Lab Tests (limited) including TB testing and immunizations that can be provided for an additional cost by Vendor including completion of follow up TB test questionnaire.

We are proposing three (3) potential solutions. All of these solutions meet the objectives and specific scope of services requested, with the following exceptions:

1. We currently do not have a Fellowship trained sports medicine primary care provider; However, we provide many of the services typically offered by this type of professional.

We are actively recruiting for additional primary care providers and will add this to our search criteria. We look forward to continue providing our other contracted services to your Athletic Department.

2. The morning after pill is an uncertainty under the Affordable Care Act (i.e., is it considered contraception). This medication is available over the counter and no longer requires a physician prescription. The drug is generally available in the Moscow area at \$20 to \$30 (using available on-line coupons). If this drug is processed through a PBM, the cost could be as high as \$40 to \$50. Our current prescription data shows that very few patients (three) have been prescribed this drug over the past year. In addition, we currently do not dispense prescribed medications at our clinic sites.
3. Palouse Imaging Consultants (PIC) currently interprets the x-rays performed by GMC and is paid on a per test basis by U of I. GMC does not currently have contractual authority to enter into a capitated arrangement. We believe we can work toward reaching such an agreement in the future. We are willing to subsequently roll this cost into the capitated payment provision if we can come to terms with PIC.
4. Pathologist Regional Laboratory ("PRL") processes special (reference) lab tests and bills the U of I directly. GMC does not currently have contractual authority to enter into a capitated arrangement. We believe we can work toward reaching such an agreement in the future. We are willing to subsequently roll this cost into the capitated payment provision if we can come to terms with PRL.

### **Solution 1: Reorient Student Health to Westside / Quickcare Location**

#### *Approach*

Westside and Quickcare are located adjacent to each other and convenient to the U of I campus. Both locations are fully operational; Westside operates Monday through Friday from 8:00 A.M. to 5:00 PM. Quickcare operates 7 days a week: 8:00 a.m. – 7:30 p.m. Monday through Friday, 8:00 a.m. – 4:30 p.m. on Saturday and 11:00 a.m. – 4:30 p.m. on Sunday. The combined locations offer a broad array of primary care and key related ancillary services (e.g., x-ray, basic lab, minor procedures, etc.).

The Westside practice would be the primary student health center during standard U of I hours. Students would access Quickcare afterhours and on weekends. The ability to readily shift student health volume between the 2 adjacent locations is a key benefit of this solution. This allows us to maximize our provider and staff capacity, keep costs down and deliver timely, high quality care. This "hybrid" model, shared between students and community, is increasingly being adopted in other communities as a response to the challenging healthcare environment.

#### *Staffing Plan*

As mentioned above, both locations are fully operational. We will add one additional mid-level provider to the Westside location; this individual will be the "lead" person for student health; they will be supported by other MFM providers during illness and vacations. No other changes in current staffing are anticipated at this time.

#### *Additional Services*

Students will have streamlined access to other specialists and services (e.g., complex lab, advanced imaging, emergency care, etc.) from this location via coordination with GMC, the MFM Main Street practice and other area healthcare resources. In addition, we are evaluating the

potential to add a limited pre-packaged drug dispensing solution in the event Student Health relocates to this combined location; we are also willing to include this in a capitated payment model, with specific pricing to be determined.

#### *Not to Exceed Fee Structure*

The non-SHIP students will not see any changes to their current billing arrangement and the U of I will not incur any additional costs for non-SHIP students. The key cost considerations for SHIP patients under this proposed solution include:

1. The capitation rate will increase from \$75 to \$78 per student / beneficiary per semester. However, this will include the lab copay and hospital radiology payments (as outlined below). This will help simplify the overall financial arrangement for SHIP and U of I. This rate will increase annually at the CPI plus 1% to account for inflation.
2. Office copay will remain at its current level of \$30 per visit.
3. Co-payments for lab tests (currently \$7) will be included in the capitation payment. Actual lab costs for the basic lab tests (specified at the end of this section) will also be included in the capitation payment).
4. Charges for GMC x-ray services will be included into the capitation payment rate.
5. Co-payments for procedures will be consolidated into a single payment of \$45. This is a change from the current two co-payment levels of (\$40 and \$60) and applies regardless of the number of procedures performed during an office visit. With additional analysis we are willing to add this into the capitation rate at an amount to be determined.
6. Similarly, we are willing to pursue adding specialty lab and x-ray interpretation professional fees into the capitation payment at an amount to be determined. However, at this time it is an exception as we currently do not have a contract with these providers that could encompass a capitated arrangement.

#### *Implementation Plan*

This proposed solution can be implemented by August 1, 2019 without disruption to students. The few key implementation steps include:

- Relocate an existing mid-level provider, already identified and amenable to this arrangement, to this location.
- Change the site of service code for Student Health from Main Street to Westside.
- Transfer existing Main Street Student Health policies and procedures to Westside.
- Educate providers and staff on these policies and procedures.
- Update student brochure, marketing materials and onsite signage.

#### **Solution 2: Reorient Student Health to Westside / Quickcare Location; Retain Main Street**

##### *Approach*

This proposed solution includes all of aspects and benefits of Proposed Solution 1. Westside / Quickcare would remain the primary location for Student Health and would be marketed as such. However, Main Street would be available to students on a scheduled appointment basis

during normal business hours specified in the RFP. Quickcare will provide services after - hours and on weekends as specified in Solution 1.

While this will not appeal to everyone, we believe certain U of I students will appreciate the convenience of an additional access point for non-emergent conditions. In addition, the onsite x-ray and substantial lab service offer great service for students who regular monitoring (i.e., those with certain chronic diseases). This option may also appeal to women, as there is a private OB practice located in the same building. The Main Street location is proximate to hospital and other health care services, making referral and/or service access as convenient as possible.

### *Staffing Plan*

No change in total current staffing is anticipated. As in Solution 1, we would relocate a mid-level provider to the Westside location and dedicate them to student health service.

### *Additional Services*

No other additional services (except potentially some pharmacy option) are contemplated at this time for this location.

### *Not to Exceed Fee Structure*

1. The capitation rate will increase from \$75 to \$78 per student / beneficiary per semester. However, this will include the lab copay and hospital radiology (as outlined below). This will help simplify the overall financial arrangement for SHIP and U of I. This rate will increase annually at the CPI plus 1% to account for inflation.
2. Office copay will remain at its current level of \$30 per visit.
3. Co-payments for lab tests (currently \$7) will be included in the capitation payment. Actual lab costs for the basic lab tests (specified at the end of this section) will also be included in the capitation payment).
4. Charges for GMC x-ray services will be included into the capitation payment rate.
5. Co-payments for procedures will be consolidated into a single payment of \$45. This is a change from the current two co-payment levels of (\$40 and \$60) and applies regardless of the number of procedures performed during an office visit. With additional analysis we are willing to add this into the capitation rate at an amount to be determined.
6. Similarly, we are willing to pursue adding specialty lab and x-ray interpretation professional fees into the capitation payment at an amount to be determined. However, at this time it is an exception as we currently do not have a contract with these providers that could encompass a capitated arrangement.

### *Implementation Plan*

The implementation plan for Westside / Quickcare is identical to the approach described in Solution 1. There is no significant incremental implementation activity associated with retaining the Main Street practice location on a scheduled appointment basis for U of I Student Health.



### **Solution 3: Re-open On - Campus Location Only**

#### *Approach*

This solution would reopen the on - campus student health center as the sole location for student health. While this solution seemingly offers the most convenient access for students, it carries with it significant negative implications:

- Faculty and staff, while a possible source of additional volume, have (in our research) historically been reluctant to co-mingle with students.
- The peak hours of utilization by students are typically late morning, early evening and weekends from 9 AM to 2 PM.
  - Hours of operations will be Monday – Friday 8:00 a.m. to 5:00 p.m. when school is in session during fall and spring semesters and summer hours will be mutually determined.
  - Additionally, keeping the facility open beyond normal hours may carry large costs that may not be recouped from student health activity, and significant support from U of I (in whatever form) could be required.
- Care may become more fragmented as coordination among various providers becomes more difficult (and costly).

#### *Staffing Plan*

This proposed solution essentially requires opening a small primary care practice, from scratch, that operates full time 5 days a week and half days on the weekend. Based on historical and anticipated volume, this will require the following support staff:

- 2.0 nursing FTEs (1 RN and the remainder are LPNs).
- 2 support staff FTEs

While it potentially possible that some of the above staffing requirements could come from existing MFM / GMC resources, we have not explored this possibility with anyone at this time. As a result, we are planning for this scenario to be all (or at least mostly) newly hired personnel.

#### *Additional Services*

No additional services are contemplated under this solution. In addition, lab services will be limited to “kits” (e.g., strep test and similar tests). Blood samples will be drawn and transported to Main Street for processing. We are willing to consider a prepackaged drug dispensing option, but believe this will not be financially viable.

#### *Not to Exceed Fee Structure*

The non-SHIP students will not see any changes to their current billing arrangements and U of I will not incur any additional costs for non-SHIP students. The key cost considerations for SHIP patients under this proposed solution include:

1. We may need to charge a one - time implementation fee to cover potential unforeseen costs associated with re-opening the practice.
2. The capitation rate will increase from \$75 to \$90 per student / beneficiary per semester.

This rate will increase annually at the CPI plus 1% to account for inflation. This amount is essentially equivalent to the expected incremental increase in new operating expenses.

3. Office copay will remain at its current level of \$30 per visit.
4. Co-payments for lab tests (currently \$7) will be included in the capitation payment. Actual lab costs for the basic lab tests (specified at the end of this section) will also be included in the capitation payment).
5. Charges for GMC x-ray services will be included into the capitation payment rate.
6. Co-payments for procedures will be consolidated into a single payment of \$45. This is a change from the current two co-payment levels of (\$40 and \$60) and applies regardless of the number of procedures performed during an office visit. With additional analysis we are willing to add this into the capitation rate at an amount to be determined.
7. Similarly, we are willing to pursue adding specialty lab and x-ray interpretation professional fees into the capitation payment at an amount to be determined. However, at this time it is an exception as we currently do not have a contract with these providers that could encompass a capitated arrangement.

### *Implementation Plan*

Opening a new practice, even under ideal circumstances, is a complicated and time-consuming process. While the facility is (per the RFP) in "excellent" shape, the nature of technology and facility expectations / requirements have changed significantly in the last decade. As a rough estimate, we believe we could re-open this location over the winter break period (roughly by January 1, 2020). A high - level implementation plan includes the following:

- MFM / GMC will review the facility and existing equipment and submit to U of I a list of required / desired improvements along with the estimated cost. The University and MFM / GMC will jointly determine the priority; the University will fund these expenses. *Expected completion date: July 1, 2019.*
- Complete any essential facility changes and purchase any required equipment. *Expected completion date: August 1, 2019.*
- Secure manpower commitments from existing resources and/or newly recruited individuals. *Expected completion date: October 1, 2019.*
- Hire and train all personnel on student health policies and procedures. *Expected completion date: January 1, 2019.*
- Update and execute new marketing plan. *Expected completion date: January 1, 2020.*

### **The following provisions apply to all proposed solutions.**

**Payments:** The capitation payments will be disbursed based on 90% of the estimated enrollment of full-time students based on the following schedule. Final payments are pending final reconciliation of the premium based on the enrollment at the end of the current plan year.

**Reporting:** As described previously, we will meet all U of I reporting requirements outlined in the RFP. These include:

- Report on utilization of the Student Health Services clinic for SHIP versus non-SHIP students monthly.
- Report on both diagnosis (ICD-9 codes) and CPT codes for all service visits, for both SHIP and non-SHIP students on a quarterly basis.
- Report for both SHIP and non-SHIP students:

- ICD-9 Codes and Description
  - CPT Code and Description
  - Location Code (Student Health Clinic or off-site Vendor clinic location(s))
- Other ad-hoc reports as requested by the University.

*Materials and Supplies:* We will provide all materials and supplies needed to operate the Student Health Services clinic, including but not limited to medical supplies and medicine as the we deem necessary.

*Scheduled Meetings:* As described previously, we will schedule three (3) standing meetings per year (summer, fall and spring) to review results and identity new initiatives. Additional meetings will be scheduled as needed / requested.

*Contract Modifications:* MFM / GMC will notify U of I (in writing 60 days in advance of the Plan Year renewal date) any financial or procedural intentions that could impact the contract.

#### **Other Provisions**

*Lab Services:* As noted above, all co-payments for lab services provided by MFM / GMC will be consolidated into the revised capitation rate. The actual costs for the basic lab tests (specified below) are also included in the capitation rate. However, the complex lab services will continue to be billed through the United Health Plan medical benefit (as per the current practice). Although relatively few in number, complex tests (which generally include genetic and metabolic types of tests) are expensive. Small changes in volume have a large impact on our costs and preclude is from committing to a capitated payment model. We will reconsider this option once we further analyze the situation.

### Basic Lab Tests Included in Capitation Rate

Test	CPT
Urinalysis	81000
Urine Dip	81002
FIT Occ Bld	82274
CBC with diff	85025
Mono	86308
Wet Mt	87210
KOH	87220
Pregnancy (Urine)	81025
Flu A/B rapid	87804
Strep	87880
Basic Met Panel	80048
Comprehensive Met Panel	80053
Lipid Panel	80061
Renal Panel	80069
Hepatic Panel	80076
TSH (total)	84443
PT/INR	85610
Culture	87070
Ur. col ct.	87086
HIVp24 Ag w 1&2 Ab	87806

**TAB 9 Page 139**

## EXHIBIT II – PRICING PROPOSAL

**SCOPE OF WORK:** Indicate which services are included.

PRIMARY CARE SERVICES	INCLUDED
<b>Hours of Operation</b> – Proposal meets the minimum hours of operation as described under Section II - Scope of Work (Student Health Services Operational Hours)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Services Offered</b> – Proposal is able to provide all health services as indicated in Section II – Scope of Work (Services to Be Provided)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Staffing</b> – The proposal offers a solution that adequately meets the needs of University of Idaho	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Availability</b> – Services shall be available to students as of August 1, 2019	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

OPERATING MATERIALS AND SUPPLIES	INCLUDED
<b>Materials and Supplies</b> – Will the Offeror provide additional materials and supplies?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

THIRD-PARTY BILLING	INCLUDED
<b>Billing</b> – Will the Offeror provide third-party billing services?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>TB Assessments and Screening</b> – will the Offeror be able to provide TB assessments and screening?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**PRICING:** For any approach described in Section IV – Proposal Submission Format – Approach, please indicate the rate for the provision of Primary Care Services at the level they are currently provided (self-funded Vendor claims for some imaging and x-ray technician, and current copay schedule for Student Health Clinic Services for SHIP students).

APPROACH	PRICING FEES
On-site Student Health Services (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Off-site Student Health Services – local proximity to the University of Idaho, Moscow, ID campus (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Hybrid Services – a combination of both On-site and Off-site services (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Other – Explain your Approach on an Attachment to your Proposal	\$ <input checked="" type="checkbox"/> TBD

**ALTERNATIVE PRICING SCENARIO #1:** For any approach described in Section IV – Proposal Submission Format – Approach, please indicate the rate for the provision of Primary Care Services with the following changes: currently self-funded Vendor claims for some imaging and x-ray technician charges as per Attachment J- Self-funded SHIP Claims Last Three Years are paid by the bidder (Vendor) and for the current copay schedule for Student Health Clinic Services as can be found in Attachment E – Student Health Clinic Brochure – PY 2018-19 for SHIP students there would only be a \$20 Office Visit copay. All other services would be at 100%, or otherwise borne by the bidder (Vendor) under capitation and other income.

APPROACH	PRICING FEES
On-site Student Health Services (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Off-site Student Health Services – local proximity to the University of Idaho, Moscow, ID campus (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Hybrid Services – a combination of both On-site and Off-site services (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Other – Explain your Approach on an Attachment to your Proposal	\$ <u>  X  </u> TBD

**ALTERNATIVE PRICING SCENARIO #2:** For any approach described in Section IV – Proposal Submission Format – Approach, please indicate the rate for the provision of Primary Care Services with the following changes: currently self-funded Vendor claims for some imaging and x-ray technician charges as per Attachment J- Self-funded SHIP Claims Last Three Years are paid by the bidder (Vendor) and for the current copay schedule for Student Health Clinic Services as can be found in Attachment E – Student Health Clinic Brochure – PY 2018-19 for SHIP students there would only be a \$30 Office Visit copay. All other services would be at 100%, or otherwise borne by the bidder (Vendor) under capitation and other income.

APPROACH	PRICING FEES
On-site Student Health Services (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Off-site Student Health Services – local proximity to the University of Idaho, Moscow, ID campus (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Hybrid Services – a combination of both On-site and Off-site services (Fall and Spring/Summer Semester)	\$ _____ /Semester \$ _____ Annual
Other – Explain your Approach on an Attachment to your Proposal	\$ <u>  X  </u> TBD

Attach a Fee Schedule that would be used to bill for services and supplies at the Student Health Services if applicable. Not Applicable

Attach an explanation of an Approach that is "Other". See Attached

The undersigned has read and understands all conditions and terms of this RFP, is authorized to submit this proposal, and hereby offers to perform the services requested for the rates indicated above:

Kara Besst

Name

  
Signature

President & CEO

Title

Gritman Medical Center

Company

700 S Main St

Street Address

Moscow, ID 83843

City, State, Zip

T: (208) 883-2220 F: (208) 883-6571

Telephone Number and Fax Number

(509) 330-0125

Cell Phone Number

kara.besst@gritman.org

E-mail Address



## Section 5: Attachments Terms & Conditions

### Exhibit II – Pricing Proposal

This section provides supplemental and clarifying information for two (2) areas: Exceptions and Alternative Pricing Proposal.

#### Service Exceptions

Our proposal meets nearly all service requests; the only exceptions include:

- *Morning – After Pill:* As discussed previously, this medication no longer requires a prescription and is available over the counter at most drug stores. SHIP students presenting at a clinic will be advised of the local pharmacy options, the approximate cost and the availability of online coupons that help defray some of the expense.
- *Special Lab Services:* These services are currently provided by Pathologist Regional Laboratory (“PRL”) and services are billed directly to the U of I. MFM / GMC are not able to perform these services and does not currently have the contractual authority to enter into a revised capitation agreement with U of I for these services. We are willing to discuss this desired approach with PRL, and if these discussions are successful, will revise our agreement with U of I to include these expenses in our capitation rate.
- *Image Interpretations:* These services are currently provided by Palouse Imaging Consultants (“PIC”) and services are billed directly to the U of I. MFM / GMC are not able to perform these services and does not currently have the contractual authority to enter into a revised capitation agreement with U of I for these services. We are willing to discuss this desired approach with PIC, and if these discussions are successful, will revise our agreement with U of I to include these expenses in our capitation rate.

#### Alternative Pricing Proposal

##### Solution 1: Reorient Student Health to Westside / Quickcare Location

*Capitation Rate:* \$78: Eliminates basic lab co-payment and x-rays charges / fees.

*Special Lab:* Current arrangement will continue until we secure authority to enter into new contractual arrangement; costs will then be included in revised capitation rate.

*Image Interpretation:* Current arrangement will continue until we secure authority to enter into new contractual arrangement; costs will then be renegotiated and included in revised capitation rate.

*Procedure Co-payments:* Two procedure co-payments (\$40 and \$60) will be consolidated to a single co-payment of \$45. Will include in capitation rate after further analysis.

*Annual Cost to University of Idaho:* 2,000 students X \$78 X 2 semesters = \$312,000.

*Potential Additional Capitation Costs:* To be determined as discussed above.

##### Solution 2: Reorient Student Health to Westside / Quickcare Location / Main Street for scheduled appointments

*Capitation Rate:* \$78: Eliminates basic lab co-payment and x-rays charges / fees.

*Special Lab:* Current arrangement will continue until we secure authority to enter into new contractual arrangement; costs will then be renegotiated and included in revised capitation rate.

*Image Interpretation:* Current arrangement will continue until we secure authority to enter into new contractual arrangement; costs will then be included in revised capitation rate.

*Procedure Co-payments:* Two procedure co-payments (\$40 and \$60) will be consolidated to a single co-payment of \$45. Will include in capitation rate after further analysis.

*Annual Cost to University of Idaho:* 2,000 students X \$78 X 2 semesters = \$312,000.

*Potential Additional Capitation Costs:* To be determined as discussed above.

### Solution 3: Re-open On - Campus Location Only

*Capitation Rate:* \$90: Eliminates basic lab co-payment and x-rays charges / fees.

*Special Lab:* Current arrangement will continue until we secure authority to enter into new contractual arrangement; costs will then be included in revised capitation rate.

*Image Interpretation:* Current arrangement will continue until we secure authority to enter into new contractual arrangement; costs will then be included in revised capitation rate.

*Procedure Co-payments:* Two procedure co-payments (\$40 and \$60) will be consolidated to a single co-payment of \$45. Will include in capitation rate after further analysis.

*Annual Cost to University of Idaho:* 2,000 students X \$90 X 2 semesters = \$360,000.

*Potential Additional Capitation Costs:* To be determined as discussed above.

## EXHIBIT III - NONCOLLUSION DECLARATION

**This form is to be signed and included with the proposal.**

STATE OF IDAHO

COUNTY OF Latah

I, Kara Besst, being first duly sworn, deposes and says that I am  
(Typed or Printed Name)

the President & CEO of Gritman Medical Center, the party submitting  
(Title) (Proposer Name)

the foregoing Bid Proposal (the "Proposer"). In connection with the foregoing Bid Proposal, the undersigned declares, states and certifies that:

1. The Bid Proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization or corporation.
2. The Bid Proposal is genuine and not collusive or sham.
3. The Proposer has not directly or indirectly induced or solicited any other proposer to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any other proposer or anyone else to put in sham bid, or to refrain from bidding.
4. The Proposer has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price, or that of any other proposer, or to fix any overhead, profit or cost element of the bid price or that of any other proposer, or to secure any advantage against the public body awarding the contract or of anyone interested in the proposed contract.
5. All statements contained in the Bid Proposal and related documents are true.
6. The Proposer has not, directly or indirectly, submitted the bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any person, corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

Executed this 28 day of March, 2019 at Moscow, Latah County, ID  
(City, County and State)

I declare under penalty of perjury under the laws of the State of Idaho that the foregoing is true and correct.  
Kara Besst

Name (Printed or Typed)

Kara Besst  
Signature

700 S Main St  
(Address)

Moscow, ID 83843  
(City, County and State)

(208) 883-2220  
(Area Code and Telephone Number)

**UNIVERSITY OF IDAHO**

**SUBJECT**

Disposal of Regents' real property in Sandpoint, Idaho.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(iii).

Section 58-335, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

This is a non-strategic Board governance item.

**BACKGROUND/DISCUSSION**

The Board of Regents of the University of Idaho (UI) currently owns 75 acres of mostly undeveloped property in the City of Sandpoint, Idaho (see attached location map). The property was donated to UI in 1913 and had been the site of UI's Sandpoint Research and Extension Center. The Center was closed by the College of Agricultural and Life Sciences several years ago and has not been used for university programs since. UI is now seeking to sell this property in order to reallocate resources to programs and facilities that can better meet the needs of current priorities such as agricultural, food and environmental sciences.

UI staff worked with City of Sandpoint staff for over a year attempting to reach an agreement for the City's purchase of this property with the intention of meeting the City's preferred land use outcomes. However, the City was unable to secure funding to make an offer that met UI's expectations for value from this property. UI has now received an offer from a local developer to purchase the property for \$4 million dollars. UI has concluded that higher offers are unlikely to be forthcoming for this property unless UI invests additional time and financial resources that will be necessary to make the land marketable for its highest and best economic use as residential and commercial property. UI seeks approval for a sale at the offered price so as to ensure timely reallocation of this underutilized asset, and apply its value to meet current program priorities.

The University has complied with the requirements of Idaho Code Section 58-335 including public notice, appraisal, and consideration of first offering the property for purchase to local, state and federal governmental entities.

UI has entered into a Purchase and Sale Agreement (Attachment 2) contingent upon approval of the Board and seeks that approval.

**IMPACT**

The former Sandpoint Research and Extension Center no longer serves any programmatic purpose. Its disposal will eliminate caretaking costs and institutional

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**AUGUST 29, 2019**

---

vacant property risk. Net proceeds from the \$4 million sales price will provide financial resources that can better align with current university priorities and initiatives.

**ATTACHMENTS**

Attachment 1 – Map of subject property location  
Attachment 2 – Purchase and sale agreement

**STAFF COMMENTS AND RECOMMENDATIONS**

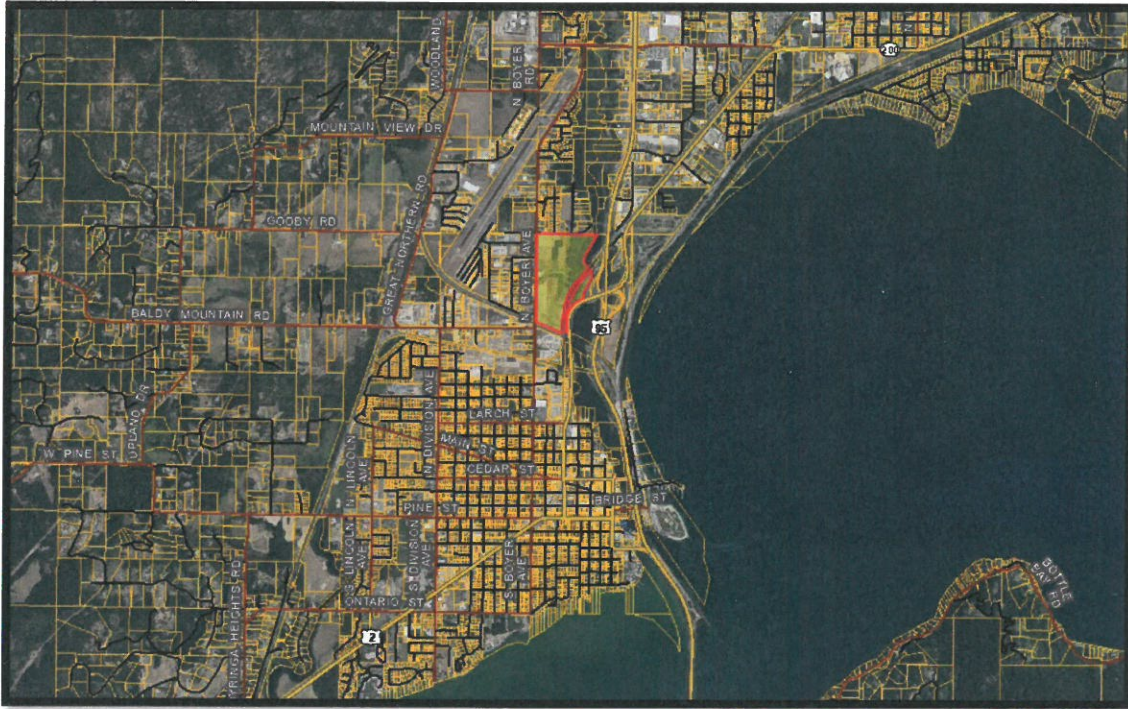
As operations are no longer taking place at that facility, the University of Idaho requests authorization to sell the property and use the proceeds for other strategic priorities.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho for approval of the Purchase and Sale Agreement for the Sandpoint Research and Extension Center for an amount of \$4,000,000 as submitted in Attachment 2, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights as described therein.

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



Aerial view of subject property highlighted in red





## PURCHASE AND SALE AGREEMENT

THIS PURCHASE AND SALE AGREEMENT ("Agreement") is entered into on June 11, 2019, between The Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("Seller"), and Tim McDonnell, whose address is 115 Lula Court, Sandpoint ID 83864 ("Buyer").

### 1. Purchase and Sale.

Seller shall sell and Buyer shall purchase that certain real property located in the County of Bonner, State of Idaho, and more particularly described in Exhibit A, together with all easements, rights and appurtenances thereto and improvements thereon, all in accordance with the terms and conditions hereinafter set forth ("Subject Property").

### 2. License for Entry.

Seller grants to Buyer a license to enter upon Subject Property for all purposes reasonably related to a full and adequate determination of its suitability, including, without limitation, the right to conduct surveys, soils tests, engineering studies, and environmental tests and audits.

### 3. Purchase Price.

The purchase price of the Subject Property is the sum of Four Million Dollars (\$4,000,000) ("Purchase Price").

### 4. Conditions Subsequent.

Notwithstanding anything to the contrary in this Agreement, Buyer shall not be obligated to purchase the Subject Property and Seller shall not be obligated to sell unless at or prior to closing each of the following conditions has been met or waived in writing. The parties agree

to cooperate with one another to execute any documents which may be necessary or convenient to the performance of these conditions:

(a) **Buyer's due diligence:** Seller makes no representations as to the title, permitted uses, or status of the Subject Property other than as specifically set forth herein and Buyer shall have a due diligence period from the date of execution hereof until November 15, 2019 to perform such examination of the Subject Property and the title thereto to satisfy Buyer, including

(i) Title Insurance. Buyer is able to obtain, at Buyer's cost, from a title insurance company authorized to do business in the State of Idaho a commitment for a policy of title insurance, including any endorsements reasonably required by Buyer in the full amount of the Purchase Price, insuring marketable fee simple title to the Subject Property in Buyer. Between the date of this Agreement and the earlier of closing or the termination of this Agreement, Seller shall not enter into any lease or occupancy agreement affecting the Subject Property or any portion thereof unless first approved in writing by Buyer.

(ii) Boundary Survey and Environmental Hazards. Such surveys of the boundary and such environmental tests and audits of the Subject Property deemed necessary by Buyer to determine that status of the Subject Property with respect to hazardous materials, as well as the suitability of the property, in Buyer's sole opinion, for Buyer's intended use or uses.

(b) **Seller's Board Approval.** Seller is not obligated to sell until Seller has obtained approval from Seller's governing body, the Board of Regents of the University of Idaho ("Regents") to convey the Subject Property in accordance with the terms of this Agreement. The



parties acknowledge that the execution and delivery of this agreement is made prior to presentation of the proposed transaction and the terms hereof to Regents for the foregoing approval. The determination of Regents whether to approve is an independent decision of Regents, and nothing herein shall be deemed bind Regents in favor of approval, or to limit the independent discretion of Regents in making its decision.

(c) At any time during the due diligence period, Buyer may elect to terminate this agreement upon fifteen (15) days' prior written notice to Seller and this Agreement shall terminate. In the event Regents deny approval of this agreement, or approval is not obtained prior to the end of the due diligence period, this Agreement shall terminate. In the event of any such termination of this Agreement, both parties shall be released from any further obligations hereunder except for liabilities, actual or contingent, which arose prior to the date of termination and not the result of failure to meet the above conditions.

##### **5. Closing Agent.**

First American Title of Sandpoint shall serve as the Closing Agent. Seller shall deliver to the Closing Agent on or before December 11, 2019, i) a duly executed and acknowledged Special Warranty Deed ("**Deed**"), similar to that attached as **Exhibit B**, conveying all of Seller's right, title and interest in Subject Property to Buyer, together with instructions to deliver and record Deed after Buyer deposits Purchase Price with the Closing Agent. On or before November 15, 2019, Buyer shall notify Seller and Closing Agent, in writing that Buyer is satisfied with the conditions of transaction closing as set forth in Section 4 of this Agreement. Upon acknowledgment that all of the conditions of transaction closing as set forth in Section 4 have been met by Buyer and Seller, Buyer shall deposit the Purchase Price prior to December 11, 2019 with the Closing Agent, with

instructions to disburse the Purchase Price to Seller upon recordation of the Deed by Closing Agent.

**6. Closing.**

Once all conditions of transaction closing (as described in Section 4 of this Agreement) have been completed, the Deed is delivered, and the Purchase Price is deposited, the Closing Agent shall complete the transaction as prescribed by this Agreement ("Closing"). Upon Closing, possession shall pass to Buyer.

**7. Costs.**

Seller and Buyer shall split closing fees. Buyer shall pay any title insurance premiums and title insurance shall not be provided at any cost to Seller. Utilities (if any) shall be prorated as of the time of transfer of possession from Seller to Buyer. This property is exempt from property taxes while in the possession of Seller and no property taxes shall be paid by Seller.

**8. Commissions.**

Each party represents and warrants that it has not dealt with or contracted with any broker, agent or finder to act in their behalf in connection with this transaction.

**9. Seller's Representations and Warranties.**

(a) Seller represents and warrants that Seller has authority to enter into this Agreement (subject to the condition listed in Section 4 (b) herein) and to grant the license granted in Section 2.

(b) Seller represents there are no pending or threatened condemnation proceedings which are known to affect all or any portion of the Subject Property, or the performance by Seller of any of its obligations set forth in this Agreement.

(c) Seller represents and warrants that, to Seller's knowledge, there are no attachments, executions, assignments for the benefit of creditors, or voluntary or involuntary proceedings contemplated by, or pending or threatened against, Seller which could prevent or delay the consummation of this transaction.

(d) Seller represents and warrants that execution, delivery and performance of this Agreement has been duly authorized and approved by all actions necessary by Seller, on the part of Seller, and that this Agreement (subject to the condition described by Section 4(b) herein) constitutes valid and binding agreement of Seller in accordance with their terms.

The representations and warranties set forth in this Section 9 shall constitute continuing representations and warranties and shall be deemed to be true and correct as of the date of closing of Buyer's purchase of the Subject Property.

**10. Condemnation.**

Should any entity having the power of condemnation bring an action or otherwise indicate an intent prior to the time of closing to acquire all or any portion of, or any interest in, the Subject Property, Buyer or Seller at either parties' sole option, may elect to terminate this Agreement by giving written notice to the other party at any time prior to the time of closing. If neither party chooses to terminate Agreement as provided herein, Buyer and Seller shall complete the purchase and sale as provided herein with Seller immediately appointing Buyer its attorney-in-fact to negotiate with said condemning entity as to its interest in the Property and assigning to Buyer all amounts to be awarded for the Property. Seller agrees to provide Buyer, within ten (10) days after Seller's receipt of same but in no event later than the time of closing, written notice of any actual or threatened condemnation proceeding.

**11. Successors.**

This Agreement shall be binding on the heirs, successors, assigns and personal representatives of the parties hereto.

**12. Attorneys' Fees.**

In the event either party initiates or defends any legal action or proceeding in any way connected with this Agreement, the prevailing party in any such action or proceeding (in addition to any other relief which may be granted, whether legal or equitable), shall be entitled to recover from the losing party in any such action its reasonable costs and attorneys' fees (including, without limitation, its reasonable costs and attorneys' fees on any appeal). All such costs and attorneys' fees shall be deemed to have accrued on commencement of any legal action or proceeding and shall be enforceable whether or not such legal action or proceeding is prosecuted to judgment.

**13. Default.**

(a) Neither party shall be deemed to be in default of this Agreement except upon the expiration of thirty (30) days from receipt of written notice from the other party specifying the particulars in which such party has failed to perform its obligations (or breached any of its representations or warranties) under this Agreement unless such party, prior to expiration of said thirty (30) day period, has rectified the particulars specified in said notice of default.

(b) In the event of a default, the nondefaulting party may:

(i) Terminate this Agreement upon written notice to the defaulting party, and recover from the defaulting party all damages incurred by the nondefaulting party;

(ii) Seek specific performance of this Agreement, and, in addition, recover all damages incurred by the nondefaulting party. The parties declare it to be their intent that this Agreement may be specifically enforced;

(iii) Perform or pay any obligation or encumbrance necessary to cure the default and offset the cost thereof from monies otherwise due the defaulting party or recover said monies from the defaulting party; and

(iv) Pursue all other remedies available at law, it being the intent of the parties that remedies be cumulative and liberally enforced so as to adequately and completely compensate the nondefaulting party.

#### 14. Notices.

(a) All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

Seller: University of Idaho  
 Brian Foisy, Vice President Finance & Admin  
 875 Perimeter Dr MS 3168  
 Moscow ID 83844-3168

Buyer: Tim McDonnell  
 115 Lula Court  
 Sandpoint ID 83864

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Agreement shall be deemed given upon receipt.

(b) For the purpose of this Agreement, the term “**receipt**” shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to subparagraph (a) above as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

**15. Captions and Headings.**

The captions and headings in this Agreement are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

**16. Entire Agreement.**

This Agreement contains the entire agreement between the parties hereto and supersedes all prior agreements, oral or written, with respect to the subject matter hereof. The provisions of this Agreement shall be construed as a whole and not strictly for or against any party.

**17. Venue and Governing Law.**

Any legal proceeding instituted between the parties shall be in the courts of the County of Bonner, State of Idaho, and each of the parties agrees to submit to the jurisdiction of such

courts. It is further agreed that this Agreement shall be governed by the laws of the State of Idaho.

**18. Counterparts.**

This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute a single instrument, and shall be effective upon execution of one or more of such counterparts by each of the parties hereto.

**19. Survival.**

All of the representations and warranties set forth in this Agreement shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of Closing, and shall survive Closing.

**20. No Third Party Beneficiary Rights.**

This Agreement is not intended to create, nor shall it in any way be interpreted or construed to create, any third party beneficiary rights in any person not a party hereto unless otherwise expressly provided herein.

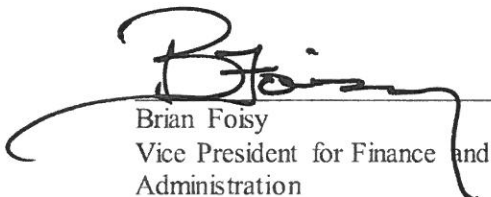
EXECUTED as of the date first above written.

**SELLER:**

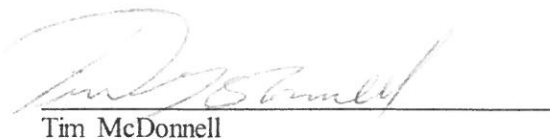
Board of Regents of the University of Idaho

**BUYER:**

Tim McDonnell



Brian Foisy  
Vice President for Finance and  
Administration



Tim McDonnell

**List of Exhibits and Schedule**

Exhibit "A" – Legal Description

Exhibit "B" – Special Warranty Deed



**EXHIBIT A**

To be determined by Title Company but generally and alternatively described by Bonner County Assessors Parcel #RPS00000150750A.

EXHIBIT B

SPECIAL WARRANTY DEED

GRANTOR, the BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a body politic and corporate organized and existing under the laws and constitution of the state of Idaho, for good and valuable consideration, the receipt of which is hereby acknowledged, does hereby grant, bargain, sell, convey, and specially warrants unto Tim McDonnell, whose current address is 115 Lula Court, Sandpoint ID 83864, as GRANTEE, and to grantee's heirs and assigns forever, all of the real property, improvements, and appurtenances on the premises as described in the attached Exhibit A.

TOGETHER with all and singular, the rights and appurtenances pertaining to such real property, as they exist, including any and all timber, easements, rights-of-way and any and all improvements constructed thereon.

SUBJECT to all rights of reversion, reservations, easements, rights-of-way and defects in title arising prior to Grantor's ownership of the premises, Grantor warrants to Grantee, its successors and assigns, that Grantor has not created or permitted to be created any unrecorded encumbrance, lien, charge, reservation or impediment of any kind against the premises and Grantor covenants that it will defend said premises to the extent of the warranties made herein against the lawful claim of all persons.

GRANTEE, by accepting delivery of this Special Warranty Deed, acknowledges and agrees that Grantee has had an opportunity to investigate title to and inspect and test the premises to the extent that Grantee deemed appropriate and that Grantee is satisfied with the title and the premises. Grantee accepts the premises AS IS, WITH ALL FAULTS, KNOWN OR UNKNOWN, without any representations or warranties by Grantor, or any agent or representative of Grantor except as expressly set forth in this Special Warranty Deed.

IN WITNESS WHEREOF, GRANTOR has hereunto caused this instrument to be executed  
this \_\_\_\_\_ day of October 2019.

GRANTOR: Board of Regents of the University of Idaho

By: \_\_\_\_\_  
Brian Foisy, Vice President,  
Finance and Administration

Date: \_\_\_\_\_

STATE of IDAHO                    )  
  ) ss.  
County of Latah                    )

On this \_\_\_\_\_ day of \_\_\_\_\_ 2019, before me, the undersigned, a Notary Public in  
and for said State of Idaho, personally appeared Brian Foisy, known or identified to me to be the  
Vice President for Finance and Administration, University of Idaho, who executed the within  
instrument, and acknowledged to me that the instrument was executed on behalf of the Board of  
Regents of the University of Idaho.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official  
seal the day and year in this certificate first above written.

\_\_\_\_\_  
NOTARY PUBLIC for Idaho  
Residing at \_\_\_\_\_, Idaho  
My commission expires: \_\_\_\_\_